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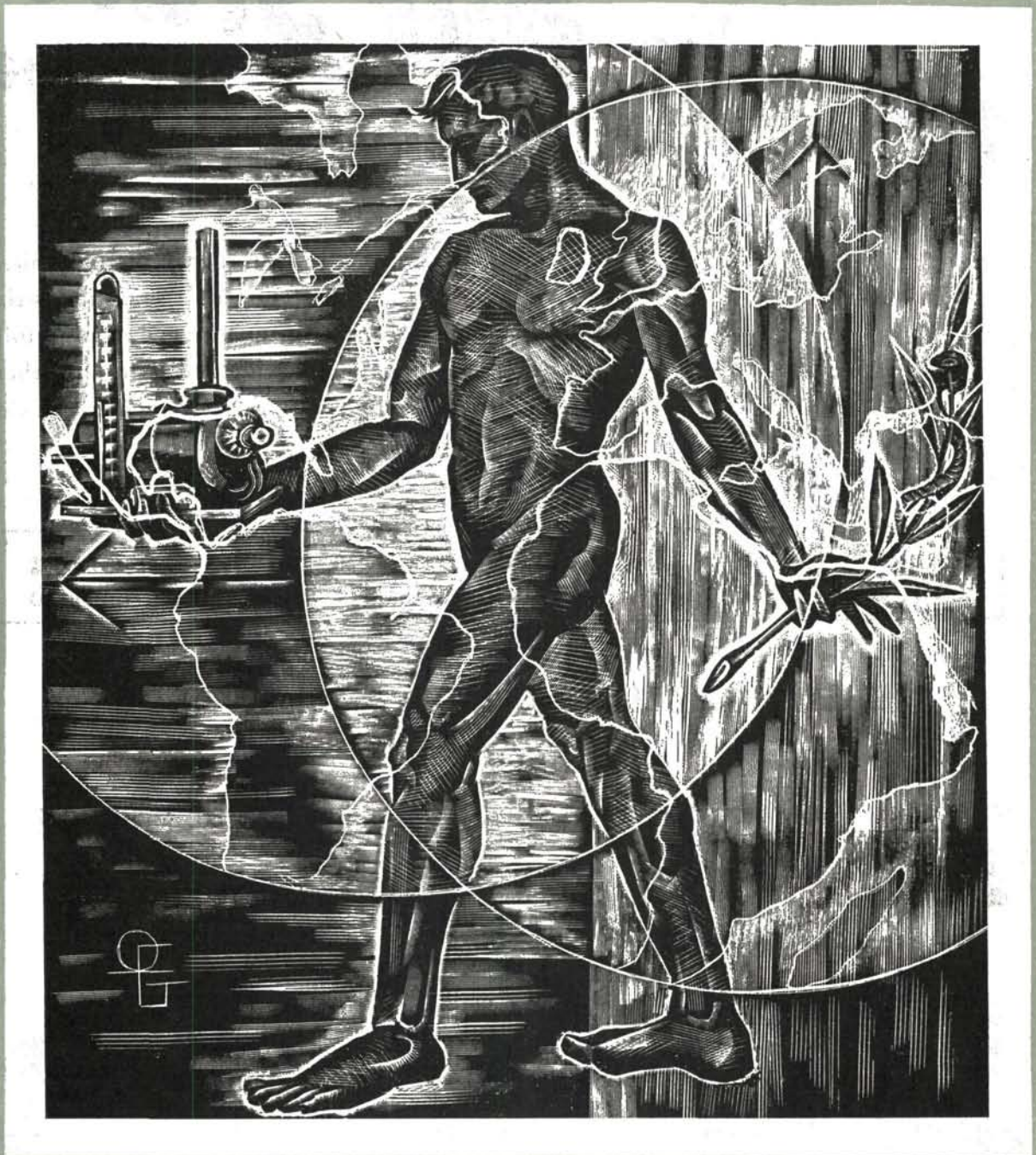

SRL Annual Education Issue

GUEST EDITOR: HARRY J. CARMAN

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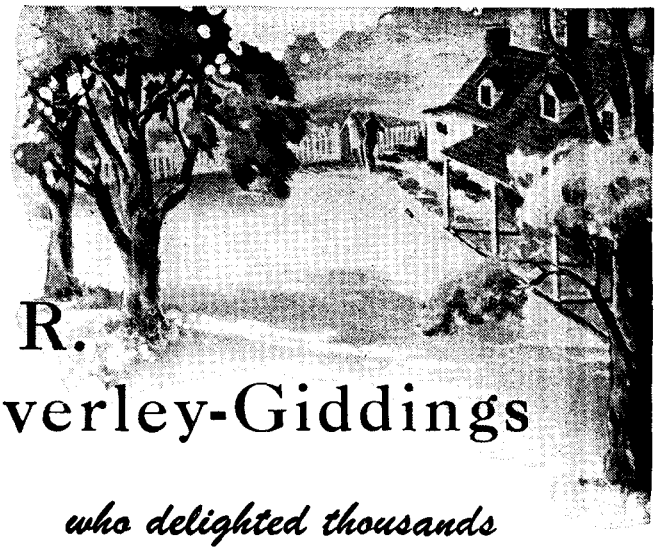

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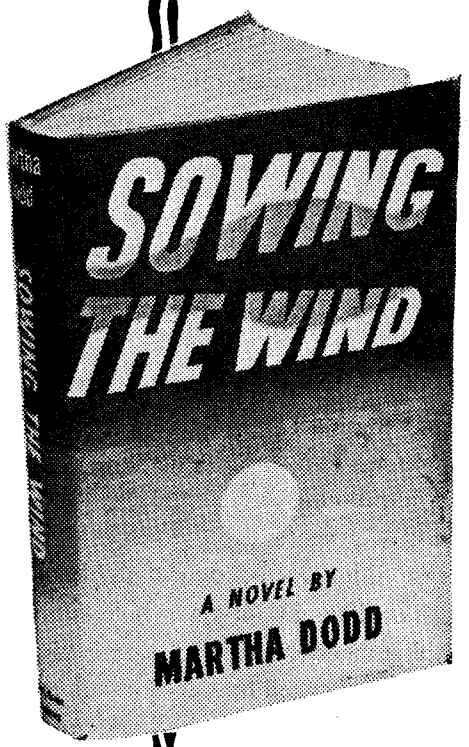

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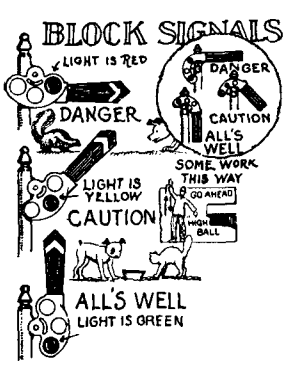
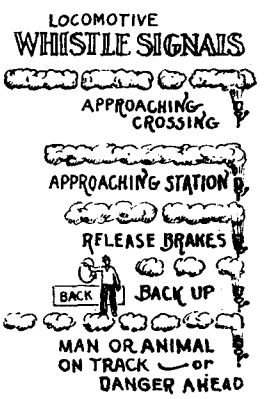
EVERY time we look at the sales figures on our children's books, we find the POGO series climbing steadily in popularity. In a way, it's always a surprise. You wouldn't think these unpretentious little books in black and white would stand much of a chance against the bright colors of most books for the five-to-seven-year-olds. But there is a solid reason for their success, and the reason embodies one of the nicest things about children. They're curious. Of course they may sometimes drive their elders crazy with questions, but a really fine experience is that of conducting a conversation with a very young person who has just found out *all about* something. You can fairly see the small mind pulsating with the thrill of discovering facts which long ago lost their romance for us greybeards.



That's what the POGO books do—give information. They are very simple stories with lots of clear, factual pictures. Mr. and Mrs. Norling (whose daughter Jo Anne once had a dog named Pogo) are the artist-author combination which produces a POGO book for us almost every year.

Pogo, the hero of the series, is a small spotted terrier whose master is John, a little boy about five or six years old. Wherever John goes, Pogo gets there first, poking his nose into everything and sometimes getting lost. In fact, if it had not been for Pogo, the series would never have got started in the first place. John wanted Pogo to have a fine kennel, and in his search for wood, learned all about the lumber industry. That was in POGO'S HOUSE. POGO'S FISHING TRIP takes the dog and John aboard a boat with professional salmon fishermen. In POGO'S SKY RIDE they learn how airplanes are made and, better still, the simple mechanical principles behind their operation. POGO'S TRAIN RIDE is about freight trains—locomotives, all kinds of freight cars and the caboose. In this story Pogo and John do something that most adults would like to do—they not only ride in a caboose, but also sleep in it overnight.



Ernest Norling's endpapers in each of the books are decorative, precision diagrams of the whole subject of the book; everything mentioned in the story is pictured, and the captions label it or tell how it works. Look, for instance, at some of the details of the endpaper of POGO'S TRAIN RIDE on this page and see if you know as much about railroading as your youngster will after he has pored over the book for the customary several hours.

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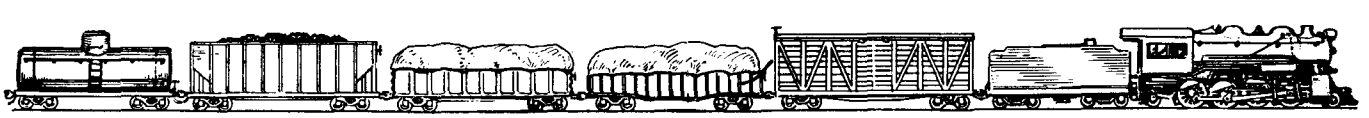

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The Saturday Review of Literature

Education Under the New Order

STEPHEN DUGGAN

The evil that men do lives after them, the good lies oft interred with their bones.
Julius Caesar. Act. III. Sc. 2. L. 80.

NEVER was this statement more true than in the case of the Nazis. Never was a more evil attitude toward life transmitted to the young: mixture of race hatred, absolute subordination of the individual to the commands of the state, indoctrination of deliberate falsehood concerning other peoples, and exaltation of *Macht* in international life. But to the Nazis we are indebted for one great bequest: the awakening of the democracies to at least a semi-consciousness that education is the most important function of the state and the chief determinant of its way of life. The totalitarian states pursued ruthlessly and relentlessly their objectives of regimenting the minds of their citizens. The attitude of the democracies as typified by the United States has been one of *laissez-faire,* and they have only just now begun to realize the values of their own liberalism and the dangers inherent in methods of indoctrination.

Moreover, during the very years in which the totalitarian states were maintaining their evil systems of education, the League of Nations was provided with an agency that should have been the vigilant guardian of truer views of life and education, namely, The International Commission of Intellectual Coöperation. It had been organized for the purpose of spreading a knowledge of the civilization and culture of the nations among one another in order to develop understanding and good-will. Yet it never once undertook by criticism or resolution to denounce the propaganda of hate and force that was taking place in Germany. It never once attempted to rouse the people of other nations to the inevitable consequences of such propaganda. A new Commission is now in process of formation to which the past sad experience will provide a truer and finer vision.

The most destructive war in human history has finally seared into the consciousness of mankind that science and technology have reduced the world to so small a compass that no nation can live alone in isolation, that all nations have been made neighbors dependent upon one another for their very living, that all must live together in harmony as good neighbors or in strife as bad neighbors. The necessary corollary to that conviction is that all the institutions which mold

the individual: home, school, church, library, newspaper, radio, theatre must coöperate to educate him to the understanding that he can no longer be a citizen only of his own country; he must become a citizen of the world. Moreover, we realize today as never before that education is a life process. When the term "education" is mentioned the mind almost instinctively thinks of an institution, the school, and a period of life between the ages of six and twenty-one during which the individual attends school. But the individual is never free from the transforming influences of these institutions. Hence the recognition that has only recently come that adult education is a necessary supplementary influence in society.

Human progress has never been a continuous evolution forward. It has usually been a matter of two steps forward and then one back. We took two long steps forward in 1917 when we undertook the crusade to make the world safe for democracy and put an end to war. And then we took a long step to the rear by turning our backs upon the rest of mankind and refusing to enter the coöperative scheme to accomplish the very ends for which we entered the war. Fortunately by the end of World War II we had learned that in both domestic and international affairs a "new order" is inevitable. We shall not as individuals or as nations return to the conditions of life that prevailed in the pre-war years. The understanding that mankind though organized into nations is essentially a unit resulted a few months ago in the formation at San Francisco of a new Society of Nations of which we became the member first to join.

AMONG the subdivisions provided in the constitution of the new Society of Nations are a Security Council and a Social and Economic Council. To use the language of the American Constitution, the Security Council is "to provide for the common defense," the Social and Economic Council, "to promote the general welfare." Because of the chaotic conditions that exist in the immediate post-war world, the Security Council is now of paramount importance. Nevertheless when conditions become stabilized and peace assured it is almost inevitable that the Social and Economic Council should supplant it in importance. It was generally understood at San Francisco that organizations already existing which deal with the "general welfare," such as the International Labor Organization and the Food Control Organization, would become committees of or correlated in some capacity with the Social and Economic Council.

Anterior to the consummation of men's hopes and prayers in the formation of a new League of Nations the Ministers of Education of the United Nations in London established an Educational and Cultural Organization of the United Nations and on July 31, 1945, submitted a draft proposal to the member states of the United Nations. The instrument will come into force when twenty of the governments of the United Nations will have filed official notice of their acceptance of

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it and adherence to the Organization. A meeting of delegates of the member states in the United Nations will take place in London on or about November 1 to consider the draft proposal and such modifications to it as may be then suggested. When the Charter of the United Nations comes into force, the Educational and Cultural Organization may have an independent existence. It is more likely, however, to become a subdivision of the Social and Economic Council.

The draft proposal provides that the Organization shall include a Conference, an Executive Board, and a Secretariat. The Conference shall consist of the representatives of the members of the organization. The government of each member state shall appoint not more than five delegates either directly or in consultation with educational and cultural bodies within the country. The Executive Board shall consist of fifteen persons selected by the Conference from among the delegates. The Executive Board shall select its own officers and determine its own rules of procedure and it shall be responsible for the efficient administration of the Organization. The Executive Board shall nominate a Director-General who shall be elected by the Conference. He shall be the chief administrative officer of the Organization and shall be responsible to the Executive Board. He shall appoint the staff of the Secretariat who shall be responsible to him. In the performance of their duties the Director-General and the staff shall be responsible only to the Organization and shall not seek or receive instructions from any authority external to the Organization —which means the home governments.

THE general purposes of the Organization are to develop and maintain mutual understanding and appreciation of the life and culture of the peoples of the world and to make available to them the world's full body of knowledge and culture. To achieve these purposes the Organization shall assist the free flow of ideas and information by means of the press, the radio, and the motion picture, and by means of international conferences, and exchange of students and teachers. It shall conduct and encourage research and studies on educational problems and assist countries that need and request help in developing their educational and cultural activities.

The draft proposal provides for the appointment in each member state of a National Commission on Educational and Cultural Coöperation. The appointment of the members shall be by the government in coöperation with educational and cultural bodies

and the size and scope of the Commission shall be determined by the member state. The National Commission shall act in an advisory capacity to the National Delegation to the Conference and to the Government in matters relating to the Organization. The delegates of the member states to the Conference shall enjoy such privileges, exemptions, and facilities as the member states accord under similar circumstances to officials and employees of foreign governments. The budget of the Organization and the amount to be contributed by member states shall be in the proportions determined by the Constituent Conference. The preparation for the holding of the Constituent Conference shall be made by an interim committee to be appointed at the November meeting. Proposals for amendments to this instrument shall require the approval of the Conference by a two-thirds majority, and amendments shall take effect on ratification by two-thirds of the member states. Provision is made for the withdrawal of member states from the Organization after two years notice of intention to do so, provided their financial obligations shall have been fulfilled at the time of withdrawal.

It is to be hoped that the delegates who represent the United States at the November Conference are thoroughly familiar not only with our national system of education but with the problems of international education. Ours is a federal system and in our Constitution education is a governmental function left to the states, and the states are very jealous of any even apparent encroachment by the federal government in the field of education. The majority of the member states represented in the Educational and Cultural Organization of the United Nations have centralized governments. Those governments will have little difficulty in implementing the recommendations made by the Organization to the member states. But in a federal system like ours the separate states will decide for themselves upon the acceptance of the Organization's recommendations. For example in the matter of the exchange of teachers some of our states provide that only citizens may teach in their state-supported schools. That means that under present conditions within such states, the exchange of teachers with foreign countries would be confined to private schools and universities. While exchange between private schools and universities is eminently desirable and should be consummated the primary intention was for an exchange between the schools and universities of the state-supported systems of the different countries.

Similarly it may be difficult to secure the approval of the separate states in our system to a recommendation that it might be highly desirable to have our delegates present for adoption by the Organization. When it comes to a consideration of the details of an activity, obstacles sometimes multiply. For example, in the matter of the exchange of teachers just mentioned, consideration must be given to difference in salary and in the courses of study of the two countries, in the opening and closing dates of sessions (they are very different in tropical countries from colder ones), in methods of discipline and, of course, in the great obstacle of language. Experience will overcome all such obstacles but they should be understood to exist.

FOR us Americans the post-war period will present particular difficulties in the field of international education. Information has come from almost all other countries, especially the devastated countries, of the desire of their governments to send very large numbers of students to our educational institutions to learn something of the great advances made here, especially in the technical branches, while their countries were under enemy control during the past six years. In all probability there will be many more foreign students studying in the United States in 1946 or 1947 than the 10,000 who were here in 1938. In the meantime our G. I. students will have enrolled in large numbers and it is a question how many foreign students can be accommodated. Some prominent institutions very popular with foreign students have already decided upon a maximum. Another problem that must be given consideration is that of credentials. Every college and university in the United States must pass upon the credentials of a student before he will be admitted. But many universities, gymnasien, and lycées in the European countries were destroyed in the war and their students can present no credentials. Are they, therefore, to be excluded from our colleges and universities or can some arrangement be made for their admission?

One of the most important questions confronting us in our international

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educational relations is that of free scholarships. In order to help realize the Good Neighbor Policy and combat Hitlerism in the Latin American countries, the colleges and universities of the United States coöperated with our government to invite large numbers of Latin American students to study in our institutions of higher education, the institutions providing free tuition scholarships and the government maintenance scholarships. Unlike universities in Europe tuition in our country is very high compared to that in Europe. As much as $600 a year in technical courses like medicine and engineering and it averages $300 a year. The grant of free tuition scholarships was a splendid form of coöperation upon the part of our colleges and universities because student fees represent a large part of their revenue. The results of this cooperation between universities and government in realizing our objective have been admirable. There is now a bill in Congress sponsored by the Department of State to extend to the devastated countries the activities in which we have been engaged in Latin America during the past five years. Can our colleges and universities afford to extend to the increased multitude of foreign students that will throng their classrooms in the postwar period the privilege of free tuition? Already some institutions have decided to abandon the policy.

The history of the United States is the story of the widening of the domain of freedom, of interpreting the phrase "the general welfare" to include more and more individuals and groups in the enjoyment of increased opportunity for material and spiritual advancement. This has unquestionably been an inspiration to peoples in other lands. Hence, whatever the problems that may arise and however difficult their solution the United States must participate actively in post-war international educational relationships. The war has left most of the combatants in a state of exhaustion, many in chaos. Reconstruction cannot this time be confined to material things as it was at the close of World War I. Reconstruction of attitudes toward all human problems—political, economic, social, and international—will be necessary if this holocaust is not to occur again. The people who have had most experience in the change of attitudes resulting from educational reconstruction are the American people. For their own welfare as well as the welfare of all mankind, Americans must participate in this great work of reconstruction, not to impose their view of life upon any people but to inspire in all peoples an understanding of their common destiny.

Mohammed and the Mountain

WALTER A. KNITTLE

HAVE you ever wanted to try your hand at oil painting or pencil sketching, and never done so for one reason or another? Have you ever thought of catching up on that appreciation and enjoyment of good music or good literature that you somehow missed in your early schooling? Have you at some time or other considered the advisability of learning some practical everyday psychology or of improving your voice or your command of English? Or perhaps you have wished you could really converse in Spanish, French, Russian, or Italian, or decorate your own home more effectively, or do one of the hundred and more other things that most people would like to do well some time in their lives.

Why didn't you satisfy that interest urge? A half-dozen different answers may occur to you, varying from "Just didn't have time" to "I did borrow a book from the library, but couldn't find

what I wanted and didn't understand what I read." Actually we always find the time to do the things we *really* want to do, but unfortunately few people are capable of educating themselves as Abe Lincoln did. However you may now explain past failures to satisfy your educational yearnings, this much was probably always true: opportunities for learning were not quite convenient, and then again you naturally would not find a class of youngsters congenial or juvenile teaching methods to your liking. One just does not like to lose dignity or risk derision by returning to high school after a certain age.

When such discouragements were removed last year more than a thousand New Yorkers from sixteen to sixty had a great deal of fun attending adult classes near their work or near their homes in a program sponsored by the City College of New York. These people were eager to improve skills, deepen knowledge, widen viewpoints; in other words to help themselves to find a better, more enjoyable way of living.

Living has always been an educational experience, but in the school of experience the curriculum is planless and slow, and the teaching method is likely to be rough. The notion is gaining acceptance slowly but steadily that the classroom does not belong only to youth. The Army schools and the numerous War Training programs of World War II have promoted adult education in a large way.

The City College of New York City in coöperation with the New York Public Library is offering a novel, significant, and increasingly successful program in general adult education. It is true that municipal colleges have for many years admitted adults to regular college courses and to special classes on the campuses. The present program, however, seeks to go much further in encouraging adults to return to the classroom. The classes are offered the people in their neighborhoods, the subjects and contents taught are what the people want, not what the college prescribed—and all this is done without regard for academic requirements, college credit, or other educational formalities.

Dr. Ordway Tead, Chairman of the New York City Board of Higher Education, set the aim of the program in the Spring of 1944 when he advocated taking adult education to the people, giving them the instruction they wanted where they found it convenient, and above all "glamorizing" education in the same way as Big Business markets its latest product. Several public and educational leaders in the city helped the project through its growing pains. Mayor LaGuardia, interested in the cultural growth of his city and an advocate of the study of foreign languages, sponsored the City College-Public Library adult education classes in a subway window poster. Fortunately, too, one of the outstanding experts on adult education in this country, Miss Winifred Fisher, Executive Director of the New York Adult Education Council, was ready and willing to give invaluable advice.

Following Dr. Tead's proposals, the City College Evening Session joined forces with the New York Public Li-

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brary to offer adult classes in twenty of the fifty-two branch libraries in Manhattan, the Bronx, and Staten Island. Most New Yorkers spend about an hour each way travelling to and from work. The plan is proposed to make it possible for adults to avoid further travelling and loss of time to get to a school. It is more economical in time and money to send one instructor to a group of adults than to require that fifteen or more adult members of a class come from different localities to one instructor.

With the New York Adult Education Council coöperating, a survey of subject interest was made in the branch libraries during two weeks in September 1944. One hundred and twelve courses divided into eleven subject categories were suggested. Fifty thousand questionnaires were distributed, and ten per cent were returned—a very good response, incidentally, since in most circular advertising a return of five per cent is considered successful. The survey revealed greatest interest in these subjects in the order named: Conversational Spanish, French, and Russian, Spoken English, Practical Psychology, Short-Story Writing, shorthand, photography, and art courses. Equally important, the survey showed the sections of the city where interest in the courses was the greatest.

On the basis of these neighborhood interests, a first series of eight-week classes was announced, and instruction was started on October 16, 1944. The classes meet for two hours an evening, one or two evenings a week depending on the subject. For example, language classes, which stress the conversational method developed in the Army Specialized Training Program at City College, meet twice a week.

Three terms of these eight-week courses have been given. The enrollment has doubled, and so has the number of subjects offered.

The adults in these classes comprise a good cross-section of the community, and there is most frequently no connection between their occupations and the courses they choose. A pencil sketching class one term had the following occupations represented: a woman shipfitter, a sandblaster, an international trade consultant, a cutter, a woman inventor, a cartoonist, a playground instructor, a woman auditor, a toolmaker's apprentice, an export manager, an organist, a court officer, secretaries, salesmen, and several switchboard operators. The same diversities in callings are found in most classes. A survey of the art classes indicated that two-thirds of the adult students were taking the courses for relaxation purposes.

The successful teacher in adult education is a species different from other teachers. His course is not "required." His material cannot be rigidly planned in advance; it must be shaped progressively to the needs of the group as he becomes more familiar with his students. He faces a constant challenge. His enthusiasm, his personal interest in his students, his ability to impart course material must sustain the interest of his class—or he will have no class to teach. Attendance records of students, and re-registration by students for a second term are the severest tests that the adult education teacher must face.

If adult education planning should essentially follow and conform to public interest, it does on the other hand require imagination by the planner to determine latent interests. One of the unusual classes developed is "How to Read Better and Faster," and the end-term speed tests in reading show results. A novel class to be offered this Fall will be "Doing Art Work with Your Children." Mothers will be taught to encourage an interest in art in their young children, and the children will accompany their mothers to class. Classes in Child and Adolescent Psychology have been given for parents in large apartment-house centers. Spanish has been taught to employees in the business offices of export firms.

The City College-Public Library Adult Education Program is financially self-supporting. Unquestionably this is unfortunate, because it prevents poor people who probably have the greatest educational needs from participating in the various opportunities offered. However, the City of New York has provided no funds for the Board of Higher Education to use in this manner; only regular students who are candidates for college degrees are instructed at public expense. The adult education fees in the Library Program have varied from six dollars to twenty dollars per course depending on the number of hours of instruction, the number of students, and the type of class. Rates are based on an average enrollment of sixteen in a class, which is not too large a number for instructional purposes.

These fees cover practically all of the promotional expenses and all of the instructional costs. Public facilities, unused at night, such as special reading rooms of libraries, high-school and junior high-school classrooms, serve for adult study in the evening. Only small maintenance charges are paid for these facilities. These costs, and promotional costs as well, are low because the program has had the enthusiastic support of Miss Esther Johnston, Chief of Circulation of the New York Public Library, and her many branch librarians. Again, the announcement of classes by means of window posters was carried free of charge by the municipally-owned New York subway system.

If the libraries have contributed so effectively to the program, they have benefited as well. Pertinent books and periodicals are provided for the classes, and the students are encouraged to read on related subjects. These efforts have not only increased circulation, but the neighborhood has begun to look to the library as a center of community activity and interest.

President H. N. Wright of City College regards the administration of the general adult education program as a proper responsibility for a tax-supported institution. Under his leadership the college is seeking ways to use its resources more effectively for the good of the community. Recently, the City College and the New York Police Department coöperated in a series of six forums on Youth Problems. Again, under college auspices a committee of prominent citizens is engaged in providing better recreational opportunities for the youngsters in the vicinity of the college. A conference on veterans' counselling was held during the past year, and a National Radio Conference was sponsored by the School of Business.

These activities are other promising types of adult education which are suitable for a college to undertake in its community. Such activities benefit the college itself in many ways, but particularly they help to break down the prejudices of some of our hard-headed citizens who believe that collegiate education has no relation to everyday problems, and little to contribute to their solution.

The City College-New York Public Library Adult Education Program is only one of many adult education programs developing throughout the country. For example, the junior colleges in California are serving the out-of-school adult population to a degree

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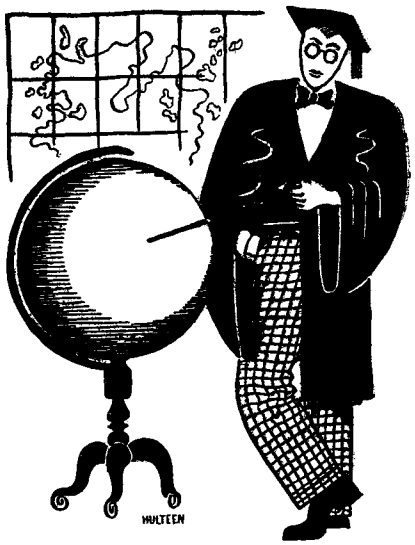
Learning for Living or Earning?

ORDWAY TEAD



THE demand of citizens in general and of parents in particular that the education of our children shall equip them to do something in a vocational way is present and increasing. It is confined neither to any class in society nor to any section of our country. It is, I believe, a normal demand, usually shared by the young people themselves, that at whatever point their formal education ceases they be qualified to enter some fairly specific employment which is consonant with the educational level at which they are leaving school.

In response to this demand and this sense of need, the American educational system in the past fifty years has developed with a commendable power of adaptation, even if the results are now somewhat confused. New types of institutions have multiplied to an amazing extent. How wise and how valuable all this has been, it is part of the purpose of this paper to consider.

I am myself convinced that the time is past due to restate our American educational aims with special reference to a wiser integration of the vocational facet of those aims with our total hopes, and decide what practical alterations should ensue in the methods in all of our existing institutions and in such other new ones as we may decide are needed to fill out our program.

Our kind of society—a democratic society—needs from *all* its oncoming youth nothing less than the cultivation of such capacities as the following: to know how to think logically and soundly and therefore how to attack problems in that analytical way which leads to productive conclusions; to know how to communicate accurately both in oral and in written speech; to know how to appreciate what we speak of as the world of art sensitively and with some discrimination as to relative esthetic values; to know how to deal with people in personal relationships which will be deft, considerate, and friendly, and to be able also to mingle in necessary group associations amiably and to assume, as the occasion may offer, the responsibility of democratic leadership or the alertness of democratic followership; to know how to gain understanding of the workings of the natural world and of those procedures spoken of as the scientific method by which our mastery of that world has been progressively assured; to know how to become aware realistically of the pervasive political and economic forces at work in contemporary society; to come to know what kinds of experience and standards have been found permanently valuable in human experience; to come to care deeply, to stand for and strive for such values as have been established; and last, but by no means least, to be able to fill with competence a useful position in the world of work.

Much this same view is the premise of the interesting Harvard study on "General Education in a Free Society," which sets forth as its objective in general education that students shall come "to think effectively, to communicate thought, to make relevant judgments, to discriminate among values."

IF it be agreed that it is something like all this extensive prescription which we would like to be able to assume as the equipment of every adult in a democratic society, I submit that it requires reconsideration of the vocational aims and emphases at the several educational levels where they now seem to manifest a too great prominence.

Indeed, it is important to observe with respect to the above enumeration of educational objectives that many of them suggest and imply the development of skills and character traits which are valuable if not essential in a considerable fraction of the world's jobs. And if this be true—if the ability to attack problems, communicate clearly, to deal effectively with people, to know something of the scientific method, to know something of the permanent values in living—if all of this is a desirable common possession of human beings as workers irrespective of the job, we note the first vital point at which any sharp separation between so-called liberal and so-called vocational aims is less important and less clear than has often been assumed.

Another conventional way of stating this dichotomy has been to assume that there are those citizens who qualify for liberal education and those who are more properly equipped for a practical or vocational education. How completely this misconceives the problem of education for a democratic society should in the light of the above begin to be clear. It is no longer possible to operate in a defensible way the whole program of secondary and college education until the inwardness of cultural or general and of vocational education is more clearly grasped and until the unifying elements as between the two are more widely acknowledged.

Something has therefore to be said about the true meaning of cultural or general education and of its necessary vocational accompaniments. And this involves deciding what cultural, liberal, or general education is; and it involves a clear picture of the vocational needs of our society as related to requisite educational preparation and to the actual distribution of human talents, capacities, and interests.

I shall assume (in line with the recent Harvard study just referred to) that general education wisely conceived is synonymous, at least potentially, with liberal or cultural education. It has no doubt been true that typically cultural education has been conceived and imparted both in terms of outlook and subject matter with a retrospective emphasis. It has been the best that *was* thought and said and done. Indeed, it was too often limited to influences in and heritages from the pre-industrial era.

More recently liberal education is happily being associated with culture in the sense that deGasset uses the word in his "Mission of the University" where he says that, "it is the system of vital ideas which each age possesses; better yet, it is the system of ideas, by which the age lives." It is our "convictions as to the hierarchy of the value of things."

Only in recent years have we become clearly conscious of an American culture as such and become eager for the appreciation and imparting of the values which it embraces. And even here the emphasis has tended to be on our cultural characteristics as

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manifested prior to the twentieth century. From a cultural point of view we are only beginning to describe, to analyze, to evaluate that rapidly expanding part of our American life which is rooted in the production and distribution of goods and services and which is the resulting impact of technology and electric power upon our way of life. The fact that all this helps to constitute, qualify, and modify our culture, and that we are both illiterate about ourselves and our times and impotent to grapple with the social and psychic forces at work if we are without selfconsciousness of this culture—that fact is slowly dawning on us, as affecting the content of cultural education.

The total consequence of the older retrospective view of culture has been to make it a precious, thin, sublimated concern which equipped those thus educated with no ability to cope either in general terms of social controls or of individual occupations with the life into which they moved after leaving school or college. Indeed it all seemed to put a premium upon detachment, aloofness, and unrelatedness to the workaday world.

The important exception to this generalization was, of course, the value found in the typical liberal college curriculum as pre-professional training for the law, medicine, theology, and teaching. For these callings, colleges have always been prevocational training centers and have been so without apology, presumably because they comprise the aristocracy of employments toward which college instruction could be slanted without any taint of being too mundane, too practical, or too materialistic.

Meanwhile as the conventional liberal college stemming beyond the academic high school has kept studiously aloof from the world of work with the exceptions just noted, the pressure of demand and need has brought vocational education into great prominence and popularity at both the secondary and collegiate levels. The educational problem now in consequence needing to be faced is as to the *social effectiveness* of this vocational education as assuring the turning out of young people as well equipped as citizens and human beings as they are as workers.

A little acknowledged and even unwitting separation and segregation has arisen between those who after ten to thirteen years of school go out, often under economic pressure, to do the "humbler" parts of the world's work and those who go on for another term of years and secure the employments which entail greater social esteem and material reward. Perhaps it is inevitable that all this gives rise to a certain amount of social snobbery and class division which approaches class consciousness. But what is not inevitable and is highly undesirable is that the total education of *any* person should not have included in it as much of attention to liberal or general subject matter as is required to bring about a population of adults who are capable of being the responsible citizens of a democratic state.

IT is thus important to look briefly in the next place, at the vocations and jobs in our society. There is, of course, a hierarchy of employments from the point of view of the amount of intelligence, training, and special personal qualities which they require. We do not know whether the distribution of jobs in respect to the talent required corresponds to the familiar "bell-shaped curve" in wihch the distribution of intelligence (I.Q.) is usually depicted. But we do know that out of over 3000 occupations in the Dictionary of Occupations published by the U. S. Department of Labor, there is a wide spread as to the intelligence, the aptitudes, interests, and skills called for.

And we know too, with increasing clarity today, that for *all* employments there is a body of what we cannot escape referring to as *character traits,* which we would like to assume that every applicant in the world of work possessed. These have to do with such matters as habits of promptness, thoroughness, alertness, concentration, ability to work with people, and adaptability. And it *may* be true that the proportion of positions requiring these general traits *primarily* is increasing, as the mechanizing trend progresses. And it may further be true that for a considerable fraction of industrial and mercantile jobs what the employer *should* want of newcomers at work is predominantly good character traits, to which by his own employer-supported training program he can add in a few weeks' time the specialized and applied skills his business peculiarly requires.

In short, an analytical view of the actual employment scene may (and I believe will) give the lie to the notion that an elaboration of narrow vocational instruction should be publicly offered to young people prior to around eighteen years of age by which time they can have been adequately exposed to a flexible and attractive program of general education. Put in another way, some employers, and even parents and the young people themselves, are surely misconceiving

(*Continued on page* 50)

Your Literary I. Q.

By Howard Collins

CHARACTERS WHO HID THEMSELVES

For one reason or another, each of the characters in this week's quiz hid himself. From the circumstances briefly outlined below, can you identify them? Allowing 5 points for each one you can name, and another 5 for either the author who created him or the story in which he appears, a score of 60 is par, 70 is very good, and 80 or better is excellent. Answers are on page 27.

1. Aided by a little girl, this lad eluded a band of outlaws by submerging himself in an icy stream.

2. In another man's rooms, and about to be discovered by her husband, she hid behind a curtain and allowed another woman to claim responsibility for her fan, left in plain sight.

3. With the connivance of an aged serving woman, he hid in the closet adjoining his beloved's bed chamber.

4. On her wedding night this playful young bride hid in a large oak chest, which snapped shut with a spring-lock and stayed that way for fifty years.

5. Escaping from the sheriff shortly before his scheduled execution, this convict hid inside a roll-top desk in the press room of the Criminal Courts building.

6. Surprised by a suspicious husband, this portly wooer hid in a basket of villainously smelling laundry and was carried out and thrown into the river.

7. With two companions, this boy hid in the unused gallery of a church and listened to the funeral sermon being preached in the belief that they had drowned.

8. While an elderly irate husband searched under the bed, behind the curtains, in the closets, and up the chimney, this youthful lover lay hidden under the covers of his mistress's bed.

9. Hidden at the bottom of an apple barrel, this boy overheard the plans of some mutineers.

10. Fleeing from pursuers after his escape from prison, he hid inside a shallow chest in his fiancee's bedroom while she pretended to be sleeping on top of it, and almost smothered to death.

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The Coming Great Expansion In Public Education

MARK STARR

VIRTUE has no gossip value. Hence workers' education activities, carried on by a number of outstanding trade unions, are completely unknown to those to whom the term "trade union" brings to mind only strikes and the exceptional union racketeer. But in the United States as in other countries the growth of the labor movement has been accompanied by workers' education which likewise is a vital section of adult education, accepted by most farsighted educators as the next great area of expansion for public education. It is foolish to think that a person at eighteen years of age has utilized all that education can give. The personal problems of marriage and parenthood, the group problems of civic administration, the provision of worth-while hobbies and leisure-time activities, the attainment of intellectual maturity stimulated by actual industrial experience, important, challenging, controversial current questions—all these cry aloud for well organized and stimulating programs of adult education.

All that has happened in recent months reveals that our physics and engineering textbooks need the same revision as our maps and adds urgency to the need for education as a continuing, lifelong process, for we plan or perish; we must learn to control physical and economic forces or be eradicated.

At its best workers' education serves as a discipline, a directive, and a dynamic to labor organizations. It emphasizes the study of group problems to the end of group action for their solution. It ranges from training in immediate skills for trade union administration to a formulation of ultimate aims arising from a study of the social sciences, the history and philosophy of American labor. The methods used include all the techniques known to education—lectures, discussion, radio, victrola records, movies, and dramatic skits, which latter in one instance blossomed into "Pins and Needles," the musical revue wonder child of Broadway and unfortunately the only successful example as yet of trade union activity in this field. Closely connected with study classes are recreational and cultural activities and, more recently, health and safety education wtih facilities for medical care.

The CIO Department of Education and Research undertakes extensive activity in public relations among religious, education, and civic groups in addition to education of its own membership. Its activity leads up politically into the Political Action Committee. The Workers' Education Bureau, mainly supported by the American Federation of Labor, runs annual institutes on many college campuses. American Labor Education Service coordinates the summer schools, runs conferences, and publishes lesson outlines. In New York City the Rand School, closely associated with the Social Democratic Federation, and the Jefferson School, educational ally of the Communist Party, provide a wide variety of courses.

Over 500 labor papers and publications, ranging from first-readers, colored comics, striking posters, lively history, and research—the fruit of many leaflets to ponderous tomes of union years of labor—use the printed word as an agency. Some forty unions have their own research departments. A few have set up industrial engineering departments. *Labor and the Nation,* addition to the labor press, specifically addresses itself to the 100,000 national and regional officers and union members and technicians now comprising the staff of labor unions with a total membership nearing the fifteen million mark. In 1944 the first high school textbook to deal specifically with labor in America was published. Ten CIO unions have educational departments and a smaller number in the AFL, including the pioneering work of the International Ladies' Garment Workers' Union which has been carried on since 1917.

Most of the unions' education departments are shy on statistics. In the war years there has been a drop from the peak figures when the WPA gave assistance. Fifteen states, reporting in 1941, listed about 2,000 teachers and group leaders maintained by WPA. Some 75,000 students had been reached each year and probably the total of workers' education participants went beyond 100,000. In the ILGWU a drop was registered from 22,050 students (in 309 study classes, 70 music, 37 dramatics, 84 gym, 37 dancing) in 1937-38 to 11,878 students (in 265 study classes, 45 music, 10 dramatics, 107 athletics, 39 gym, 23 dancing) in 1943-44.

Wartime production brought its own urgencies. As part of the activities of the War Manpower Commission's Bureau of Training, with twenty-three offices in strategic towns, foremen and union stewards were given short courses in grievance procedures under collective bargaining through the Training-Within-Industry Program. At the beginning of the year, it was officially claimed that 10,000 stewards in the steel and rubber unions had been trained and 2,500 in central Michigan alone. This, however, was rather an appendage of the joint labor-management committees. Normally the unions conduct their own training programs, using manuals specially adapted to the needs of each union. The U. S. Department of Labor Standards, which assisted in these activities, listed 160 such booklets issued by forty unions. While union stewards were trained for *in-plant* difficulties, union counsellors were trained to tackle *out-plant* grievances. Union members were trained as referral agents in coöperation with so-

This ILGWU art class illustrates the current trend from formal classes to activity programs for workers.

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cial work agencies. In several instances professional social workers were employed by the unions.

Some unions run new-members courses to help the recruits understand their rights and duties. Since 1937 all candidates for paid office in the ILGWU have had to meet an educational requirement and 372 members have completed such officers' qualification courses. As part of this trend, a large number of universities, including Harvard, Cornell, Michigan, Chicago, some with state aid, have set up schools and courses in industrial relations. Wisconsin University has maintained since 1921 its Summer School for Workers in Industry with increasing support from trade unions.

A second current trend leads from formal classes to activity programs in cultural and recreational work; to a wider use of films (in which the United Automobile Workers, CIO, is outstanding); and to a closer integration with public libraries, museums, and art centers. Many local unions have their own libraries and assist their members to purchase books. The Book Division of the ILGWU has maintained such a service for twenty-five years. Some unions run their own book stores and the UAW reports gross sales of over $50,000 in its first year of operation. This same union pioneered a book club, already favorably mentioned by *The Saturday Review,* in which it has been joined by some other unions. If only half of the UAW's 600 education committees and one percent of its near to a million members subscribed the five dollars required yearly for six books, such a club would be a valuable aid to publisher and author. Hersey's "A Bell for Adano" was the first selection, followed by Howard Fast's "Freedom Road" and "The New Sun," by Taro Yashima. Thus far no authors have been commissioned to write books but the possibilities of discovering new reader interests and authors among the organized workers are obvious.

After all, the control of natural science on which our modern industrial system is based did not come from the medieval monastaries. New colleges and educational efforts heralded and later encouraged the rise to power of the modern merchants and industrialists. Workers' education in its various phases connotes the increasing power and responsibility of organized labor.

Those anxious to see coöperation and not conflict in industrial relations will note with approval that among the plans for revitalizing the U. S. Department of Labor, now being considered by Secretary Lewis B. Schwellenback for presentation to Congress, is the proposal to set up a workers' educational extension such as that of the U. S. Department of Agriculture.

Learning from the Ground Up

FRANK TANNENBAUM

THERE is a sharp distinction to be drawn between the objectives of school education in rural and urban areas. The school in the country districts must help prepare the child for a way of life. In the cities it aims at training him for the earning of a living. The contrast so stated is deep and in a measure unbridgeable. The city is one thing, the country is another. In the city, literacy and figuring are all-important as tools. The competent and able boy, well equipped with these tools, has a varied and complex universe to adventure in, and no matter what fortune life's experiences will cast his way, the basic tools of literacy and figuring will almost always prove important instruments towards earning a livelihood and carving a niche for himself in the complex urban world.

In the country the way of life is given by the farm. The farm dictates what he can and what in a large measure he will do. It dictates the kind of economic enterprise he will engage in, the kind of neighbors he will have, the kind of skills he will need, the economic level he may aspire to, the seasons he will work, the crops and the animals he will raise. In fact, the local farm sets the framework for a lifetime of activity and dictates in broad outline the life he will or, in a large measure, can live. This difference is fundamental, and, as stated, literacy here is a minor tool for the good life. It is in the present American environment important, but by no means either as important or as essential as it is in the city.

The same is true of the basic attitudes towards life. The farmer lives in and cannot escape from the presence of a recalcitrant universe. The soil, the crops, the forest, the animals will yield to nurture and to nourishment, but they will only yield slowly, in small degrees, and in response to great personal effort. The notion of a malleable universe, flexible and manageable by the human will, by human enterprise, by ambition, is much less true—if true at all—in the country than it is in the city. The merits of ambition, of getting rich quickly, the value of money as a means to life, so important in the urban milieu, have at bottom little place in the rural environment. Education in the rural environment is for the good life at the level of resources and tools available and usable in the rural environment. The emphasis is upon the good life locally. And by the good life I mean the ability to make the fullest use of those resources that nature has placed at the disposal of man in that locality. Literacy here is useful, but more useful are an infinite variety of skills locally usable for dealing with the available resources. Those are the only ones the farmer has, *and what he has not got at his fingertips he has not got at all, and it cannot be given to him.*

But this kind of rural education can be developed only within a community where the old American tradition of the family farm exists, and can be useful only in an environment where the family farm will persist. The farmer is the guardian of the earth for the future. He is the base upon which the rest of American culture rests. The use, the nurture, and the preservation of the earth is both the great responsibility and the privilege of the farmer. He is, in fact, only a temporary guardian of a permanent heritage that belongs to the race. He can fulfil that function only if he loves the earth, nurtures it, and cultivates it.

The introduction of the idea that the end of life is to make money, that the good life is to be achieved by something other than the thing one labors at, that making a living and a way of life are separate things, that money is the criterion of life, is ruinous and destructive of rural life. Rural education is for a way of life, and not for making a living in an urban environment. The good life in rural America is, in the long run, incompatible with the plantation, the large commercial farm owned by an absentee trust, bank, or insurance company. The great purpose of rural education ought to be to make possible the good life on the family farm, for upon that foundation rests not merely the preservation of the soil for the future, but also the preservation of American democracy, which could not long survive the passing of the family farm from the American scene.

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Education in an Atomic Age

ALVIN JOHNSON

THE world can never again be the same. An old saying, which must have been current when the Greek city states were subjugated at the battle of Chaeronea, when Carthage was destroyed, when Caesar overturned the time-honored Roman Republic, when the barbarians overran Italy. Indeed, the saying would be true of any year in human civilized history. The world changes continually. And man is trying continually to adapt himself to the changes in the world.

When institutional change proceeds so gradually as to be perceptible only to the keenest observers, adaptation to change is unconsciously effected through the succession of the generations. In the isolated and tradition-ridden Quechuan settlements of the Andean plateau, the Indians appear to the outsider to be living a pre-Columbian life. But the careful research worker discovers that the position of women, of children in relation to their parents, is not what it was fifty years ago. The Andean world moves, though slowly, and the more fluid elements in the population, women and children, adapt themselves slowly but surely to the movement.

But when momentous changes occur over great areas, even over the world as a whole, the adult male cannot hide his natural traditionalism behind the slow adaptation of the women and children. He must set out to adapt himself. And this is a principle that carries a mighty imperative for our times.

We have been stunned by the fact that thousands of years of civilizing activity, the wide-reaching influence of the humane philosophers from antiquity, the great humane religions of Judaism, Christianity, Islam, Buddhism offered no effective bar to the greatest criminal conspiracy of all history against mankind. We have seen the conspiracy crushed, the chief conspirators taking refuge in death, through the united efforts of the peoples still loyal to the evolving forces of civilization. We breathe freely, once more, and ban from our minds the frightful nightmare, that the conspirators were not far short of anticipating us in the development of the atomic bomb, and that we were not far short of the necessity of kneeling with bared backs under the whips of scorpions that ramping Nazi, fascist, and Japanese sadists had prepared for us.

We escaped, by God's grace. Why not forget about this terrible danger that hung over us?

We had better not forget. The security of man has never yet been established securely by one smashing victory, by one far-reaching reform. Security has to be reconquered, year by year, generation by generation. It may be that Satan is now to be enchained for a thousand years; but Satan has great capacity for wriggling free, when we are not looking.

A revolution has taken place under our bewildered gaze in the institution that has most strikingly distinguished man from brute beast, war. No longer can war be regarded as a spectacle of the frontier, strong men in serried ranks meeting strong men, sword striking sparks from embossed shield, or sharpshooter meeting sharpshooter, or gun enfilading trench, while we civilians buy newspapers, conceive brilliant strategic plans, and grumble over the taxes and the high cost of living. The demolition and incendiary-bomb rained down out of God's pitiless Heaven, lastly the atomic bomb, have changed all that. The safer place today is the place of the soldier at the frontier, with the enemy so close that not even the fragmentation, let alone the atomic bomb, can be used by either side. It is the civilians who now are the chief recipients of casualties. In the late tryout of the war of modern technology and science, three civilian ghosts have fled shrieking down to Hades for every grim ghost bearing arms. But this was only a tryout.

That is the present situation of mankind, for us to adapt ourselves to, and for us to control, if we would have security. Are we to leave the responsibility for adaptation to the women and children, or had we better take thought?

One thing must be clear to us. At the bottom of the late conspiracy against mankind lay certain flattering racial illusions, the illusion of Nordic superiority, the illusion of descent from the sun god. The most wrinkle-browed German *Dummkopf* could console himself for his total ineffectiveness by the official propaganda that he was of God's chosen agents of progress, entitled to walk with hobnailed boots over the faces of the darker-skinned authentic artists and philosophers. The most bowlegged, buck-toothed Japanese soldier could flatter himself that by robbery, rape, murder, and torture he was promoting the undying rights of the Emperor, lineal descendant of the sun.

A future generation, we hope, will refuse to believe that such bloody illusions ever existed. Not our generation. For are there not among us still uncounted thousands who worry about the "Passing of a Great Race"—our blue-eyed Nordics? Are there not among us thousands who believe in every fantastic slander against the Jews? Are there not thousands who pride themselves, in their total worthlessness, on their superiority to their Negro fellow citizens, even authentically great men like W. E. Burghardt Dubois and Paul Robeson, great women like Marion Anderson?

WE are not prepared for the New Day, the day of the atomic bomb, the day of world civilization or utter destruction. We cannot lodge our hopes with the women and children, God bless them, the flowers of hope through the unending succession of the generations. We male men, naive and conceited, have to sit on hard chairs and begin to learn.

First we have to learn that God created man, not merely Nordic man, in his own image. Next we have to learn that all men were created equal, equally endowed by their Creator with certain unalienable rights; and among these are life, liberty, and the pursuit of happiness. Next we have to learn that every group of men, including the South Sea cannibals, the Germans, and the Japanese, have something to say for themselves that may be worth listening to.

We have been overtrustful in the long years of our assumed racial superiority. It is time for us to clip our ears and learn to listen. To listen to the sweet low voice of humanity, under whatever stenches of poverty, whatever color of skin. It is time for us, as responsible adults, to educate ourselves to general humanity, to learn to garner the good from the most sunken victims of oppression, to learn to enrich ourselves by raising up the lowly and humbly sitting at their feet to learn. We are men only by the age-long labors of the lowly.

Let us, free-born, free-nurtured Americans, set out to educate ourselves about the world, and all the sons of Adam living peculiarly under the sun but possessed of values that can enrich us. It is a difficult enterprise, but our lives, our liberties, and our sacred honor depend upon its success.

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SETTING OUR SIGHTS FOR TOMORROW

NEVER perhaps in the history of America has there been more said or written about education than at present. People who have a sense of responsibility for maintaining the American way of life with its emphasis upon the human worth of the individual are increasingly aware of the role which education should play in the post-war years. As a consequence every level of education from kindergarten to adult is under scrutiny. Our entire educational process is being inventoried in terms of physical facilities, curriculum, teacher training, methods of instruction, guidance, testing, and objective or ultimate goals. These are the subjects stressed by our educational journals and conferences and which, in last analysis, are emphasized in such documents as "Education for All American Youth," prepared at the direction of the Educational Policies Commission, "Teacher in America," by Jacques Barzun, and the recent Harvard report, "General Education in a Free Society."

Fortunately this educational inventory comes at a time when all the world, including the United States, is undergoing rapid historical change. Old institutions, old traditions, old ways of life are either disintegrating or being outmoded. Old ideas and patterns of life which have failed to safeguard the masses of mankind individually and collectively from the recurring ills of insecurity, frustration, and internal and international chaos are under challenge. Mankind is questing for social-economic security and for a world where intellectual, esthetic, and spiritual values will have freer reign.

In light of the revolution through which we are passing—for revolution it is—and of our knowledge of the present status of our educational endeavor it would be worse than folly for us to turn back to our educational status of the pre-war years. To do so would mean the continuation of the mistakes and shortcomings disclosed by the inventory. We must go forward not backward. And to go forward means that we must (1), more sharply define the meaning of the term "the American way of life" (2), ascertain as clearly as possible the nature of the transition through which the world is passing (3), comprehend the nature and variety of the unresolved issues in education, and above all (4), plan and implement an integrated system of education which in all its aspects is deliberately focused in the direction of a democratic society where every person regardless of sex, racial extraction, economic status, or geographic location will participate in the affairs of his community—local, state, national, and international—and have a deep sense of responsibility for what goes on therein.

BEFORE addressing myself to particular items which I ardently hope will feature education in post-war America let me urge that we not lose sight of what to me are fundamentals running through the educational process at all levels. Five of these are set forth in "Education for All American Youth":

1. Equip every youth educationally to enter an occupation suited to his abilities and offering reasonable opportunity for personal growth and social usefulness.
2. Prepare him to assume the full responsibilities of American citizenship.
3. Give him a fair chance to exercise his right to the pursuit of happiness.
4. Stimulate intellectual curiosity, engender satisfaction in intellectual achievement, and cultivate the ability to think rationally.
5. Help him to develop an appreciation of the ethical values which underlie life in a democratic society.

Unquestionably these are dynamic functions of the kind of education which should prevail not only in the post-war period but for a much longer time. To these five items might well be added five others:

1. Teach every person to have an international as well as a national point of view. Every one of us should have a world consciousness into which our national feelings and ideas can be fitted. Because of forces beyond our control, our future destiny, as Dr. Duggan on another page indicates, will be set in an international rather than in an isolationist framework. In a world in which man can travel from New York to India in less time than it took Benjamin Franklin to journey from Philadelphia to New York, it is nonsense to think that any nation can be either isolationist or a practitioner of absolute sovereignty.

2. Every person—young or old—should be taught to understand the importance of historical perspective and cultural continuity. In the past too many of our educators in their zeal to make education "meaningful" and "significant," to have it concerned with "public affairs" and come to grips with pressing issues of our time, have insisted on concentrating on events of the day and forgetting about the "dead past." No one, I venture, can quarrel with those who would make education more functional and have us better understand the insistent problems of the present. Yet, I would not want those who emphasize what, for want of a better term, I call the dominion of the immediate to forget that the world of today is the result of an historical process; we *are* the past embodied and acting under new circumstances. And so it will be in the future. That part of the past which is still alive in us must be studied in its origins before our motives and desires can be fully understood. The citizenry of America should know as much as possible about the development of modern man and his institutions. They should know why and how representative democracy was developed, under what handicaps it has labored, what theories have been held concerning it, what obstacles must be overcome that it may continue to function. Without knowledge of the historical past, present events are well-nigh meaningless.

3. I would have our institutions of learning from the lowest to the highest stress the importance of what for want of a better descriptive I call color equality. The problem before us of human equality in terms of the elimination of racial and religious prejudice and bigotry is of enormous proportions. The recent volume by Rachel Dubois, reviewed in this issue of *The Saturday Review of Literature* by Professor Kilpatrick, is one evidence of the pressing need of ridding our land of the atrocious doctrine of race supremacy and of methods being successfully employed to that end. The race problem must be solved; and upon the educators of this country rests in part the responsibility for its solution.

4. Every person should be taught to be critical of his social-cultural inheritance in terms of ideas, concepts, attitudes, material things, and institutions. In the past too many of us have been encumbered with outmoded intellectual baggage. Ours is an age of science. Increasingly research, discovery, and invention will transform

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our already rapidly changing world. Today too few of us appreciate even in remote degree the extent to which biology, psychology, psychiatry, and bio-chemistry are revolutionizing our conception of human nature and understanding. Science and technology are not ends in themselves but means to an end. They are servants of good or evil depending upon the use or uses to which they are put. Their maximum service to mankind cannot be realized as long as we continue to live within an antiquated institutional framework or permit ourselves to be chained by ideas and mores whose effect is enslaving.

5. Closely related to my fourth item, and in reality corollary thereto, is the thought that education should liberate people in the sense that it frees them from ignorance, superstition, fear, prejudice, unnecessary physical handicaps, and the need to use force in the solution of human problems. This is only another way of saying that people become more free as they become masters of themselves. We become masters of ourselves, as President Henderson of Antioch College so well points out, when we have learned to utilize fully and creatively our individual abilities—intellectual, physical, emotional. People are not free who are handicapped with unnecessary psychological inhibitions, who are victims of preventable disease, who harbor irrational prejudices against men of differing views, of other cultures or other races, or who practise religious bigotry. People are free in the degree to which they possess the tools of learning and techniques of action, the ability to verbalize, to analyze and synthesize, to create, to organize, to administer. People are free when they have learned to rid themselves of ideas, concepts, and institutions inherited from the past, which have either been undermined by scientific investigation or proven inadequate by experience. As long as people attempt to live in accordance with cultural patterns that may have fitted another generation but are now outmoded, they are not free. And a democracy cannot long survive unless its citizenry are free in the sense outlined here.

If in the years ahead these ten items are kept to the fore in our educational planning and implementation we may, I believe, have confidence that we are on the march educationally and in the right direction.

And now a brief word about certain aspects of our educational endeavor which deserves special attention at the moment and in the years to come. All of them press urgently upon the thought of today's educators; a few are treated in some detail elsewhere in this issue.

Heading the list is the problem of adult education. Increasingly we are aware that education is something that covers the whole of life and should not therefore be confined to youth. Adults constitute an important and controlling part of our population, and education for citizenry never ends. In an ever-changing world new issues arise. Youth cannot make best use of its talents in an environment where the adult portion of the population is illiterate and ignorant. Nor can a democratic society long exist in such an environment. Notably is this true in an urbanized-industrialized nation like the United States. Possession of any number of gadgets and machines cannot possibly be a substitute for the ability to read, write, and cipher or for vocational training, much less for the perspective and spiritual values gained from history, literature, and the arts when rightly taught. For a country which rates among the leading nations of the world the extent of illiteracy among adults in the United States is high. The number of foreign-born who are unacquainted with English runs into the millions. Despite some little improvement in recent years, to the majority of our population history, literature, and the arts are closed books. It is high time, as Professor Knittle points out, for the educational Mohammed to come to the mountain. Our institutions of learning at all levels, along with the press, the radio, and the movie, should devote greater attention to this heretofore much neglected phase of our educational effort. The Federal and many of our State Departments of Agriculture and the majority of our publicly and privately supported universities through their extension divisions have already demonstrated what can be accomplished in the field of adult education. Our schools, colleges, and libraries should become community centers to which adults may come —some to listen or to participate in panel discussions, some to attend forums, some to improve an old skill or to learn a new one, others to join a reading group, still others to receive instruction in home hygiene and nursing or in practical arithmetic or business management. Many labor organizations, as Mark Starr states elsewhere in these pages, are engaged in adult education projects. The time is long past due when every sizable urban community should have an adult education director who would give full time to this important educational task.

A SECOND crucial problem already the subject of prolonged, and in some quarters acrimonious, debate is the topic of Dr. Tead's brilliant discussion which appears in this issue, namely, Liberal versus Vocational Education. To me, Dr. Tead's position is absolutely sound. All education worthy of the name should help us the better to understand and to improve our contemporary world. Let us not forget Whitehead's wise injunction that "education is the acquisition of the art of the utilization of knowledge." And let us not forget, too, that all cultural studies if properly taught have vocational implications. Only those who would confine education to the ivory tower and refuse to rub elbows with the world of which they are a part would deny this fact.

In addition to the need of gearing our education at all levels to fit a world made smaller by science and which has already been emphasized, two other major educational considerations should be stressed. These are the avoidance of narrow specialization and competent teachers.

In the past too many of our professional and vocational schools have unfortunately insisted that the student ignore cultural subjects and concern himself with courses narrowly professional or vocational. The consequences have been inevitable. They have graduated men and women technically trained, sometimes with little or no interest in the cultural implications of their profession, much less in those things which would enable them to formulate for themselves a satisfying philosophy of life. Even some of our liberal arts institutions have operated along narrow departmental lines. The appearance of the Harvard report on general education would seem to indicate that there is increasing acceptance on the college level of the Columbia College plan. Instituted a quarter of a century ago and since adopted in modified form elsewhere, this plan by means of its broad general courses built around the three great divisions of thought and action in the world, the natural sciences, the humanities, and the social sciences, enables the

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student to see life broadly and helps him to "find himself" and to plan his further work. Narrow, specialized, loose electives have been abandoned and source materials have displaced over-simplified textbooks.

There are those who would "liberate" modern youth by sole reliance on a portion of our past heritage—the great books. It is hard to believe that acquaintanceship with that heritage gained by reading and discussing the great books, important though they may be, alone can give either the data or the insight for resolving the social problems of the world of today and tomorrow. If we would understand a complex world, and gain mastery over it, we will insist upon a balanced curriculum built around the three great divisions mentioned above.

But no matter how all-inclusive an educational program may be and no matter how well-formulated may be the curriculum, its implementation in the last analysis depends, as Charles Adler points out in his article on music and education, upon finding teachers of vision, interest, and competence. Instruction at all levels in this country leaves much to be desired. Our school and college staffs contain too many persons who because of personality and training are misfits. Those able to give instruction on that adult level are not easy to find. Mediocrity or worse cannot produce good educational results. Nor can we expect to succeed educationally if the teaching staff is poorly paid and overburdened; low salaries and heavy teaching loads are indications of unwise public policy. Political pressure and control either within or without the classroom are likely to undermine both morale and achievement. No greater educational problem confronts America today, perhaps, than the training and selection of teachers. Nor does our task end here for the able teacher is really of the "chosen of God" and should be so treated. It is the teacher more than anyone else who helps his students to discover the best things that have been done, thought, or written in the world; it is the teacher who enriches their vision and thereby shapes their characters and destiny.

But I must conclude. What was intended as an editorial has lengthened into a discourse. If education in post-war America follows the channels suggested here—and there is reason to believe that it will—then we may be assured that for those who dwell in these United States life will be spiritually enriched and therefore more meaningful.

To all those who labor to this end this issue is dedicated.

HARRY J. CARMAN,
Guest Editor.

LETTERS TO THE EDITOR

"They Walk in Darkness"

SIR: I have read with deep interest both the review of the book "They Walk In Darkness" and the book itself.

One of the most pressing problems in state institutions is that of the deficiency and quality in personnel and specifically that of attendants. In Mrs. Philtine's book the barest mention is made of attendants and the problem of securing qualified attendants to serve in state institutions. That problem is undoubtedly one of the most acute and important in any state institution or hospital.

Much has been written in recent years about the standards of care for patients in the State's institutions. The matter has come to the fore more particularly during the war period because the institutions have been left to get along the best they could with depleted ranks, particularly in the medical and nursing staffs, so that very distressing conditions have prevailed. That the hospitals could function as well as they have is nothing short of miraculous. It is only fair to say that this accomplishment has been chiefly due to the faithful services of a nucleus of loyal and devoted trained workers, particularly in the attendant and nursing staff who have made a career in this field and did not yield to the more attractive and lucrative opportunities during the war period.

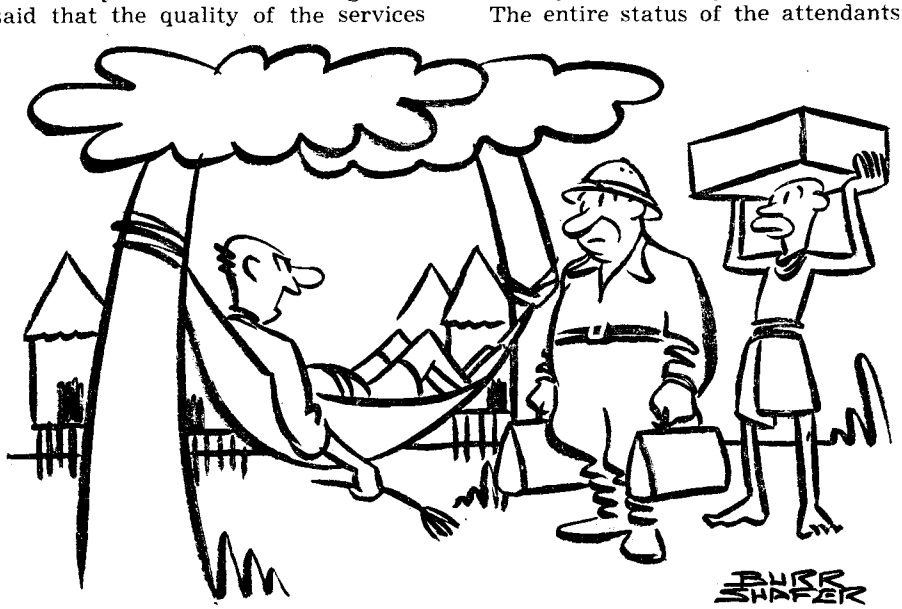
It is the thought that the place of the attendant or nurse in the scheme of things has not been fully realized. He is really the key to the success of any hospital. He is in direct charge of patients, treatments are given by him; he is the medium through which all medical and administrative orders are finally carried out. It might be said that the quality of the services rendered by a hospital are as good or as bad as the attendants and nurses who perform these important duties. Regardless of how well all other services are performed, if the attendant or the nurse does not measure up to high standards, the hospital cannot give the best of service.

The qualities desired in an attendant are good moral character, reliability, ability to work harmoniously with patients, a sympathetic attitude towards the mentally and physically ill, cheerfulness, tact, patience, some skill in practical nursing, and ability to carry out simple orders accurately.

The attendant and the nurse work with human beings, persons who are mentally and, perhaps, physically ill, whose welfare and health are influenced for good or bad by the kind of service the attendant renders. He deals with various personalities with aberrant deviations and must know how to deal with all kinds of difficult situations which require resourcefulness and ingenuity to handle.

It is such persons as those described above who need to be attracted to the service. It cannot be expected that suitable persons can be obtained for mental hospitals unless the inducements as to salaries and living conditions are comparable to or better than those these people are able to obtain in other fields. There is no question but that public officials and the public in general are desirous of improving the standards of care in mental hospitals. The constructive way is to educate the citizens to the idea that it is necessary to obtain the type of employees suitable for the good care of patients and to pay the employees in the nursing field a few hundred dollars more a year than they now receive.

The entire status of the attendants



THROUGH HISTORY WITH J. WESLEY SMITH

"But I'm not Dr. Livingstone . . . go away!"

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must be overhauled in order to attract ward personnel.

The increase in pay to attendants will be compensated by better care for patients which in turn might mean the earlier release from state institutions of many patients annually, thereby saving the state money.

CLARENCE H. LOW,
President, Board of Visitors, Rockland State Hospital.
New York City.

Modern Man Is Obsolete

SIR: I have sent the following letter to the editors of the three major newspapers of Cleveland: *The Cleveland Press, News,* and *Plain Dealer.*

> You have no doubt seen the editorial printed in the August 18 number of *The Saturday Review of Literature,* entitled: "Modern Man Is Obsolete."
>
> It is, in my opinion, the most masterly statement on the social and political implications of the new Atomic Age that we have entered, when the atomic bomb fell on Hiroshima on that memorable day in August. I believe that what the writer states in that editorial is a matter of supreme and vital importance to us all.
>
> May I make the suggestion that you reprint it in your newspapers—every word of it—so that it may reach a larger number of people.

I suggest that other subscribers who share my feeling write to their local newspaper editors, urging similar action.

L. H. GERGELY.
Cleveland, Ohio.

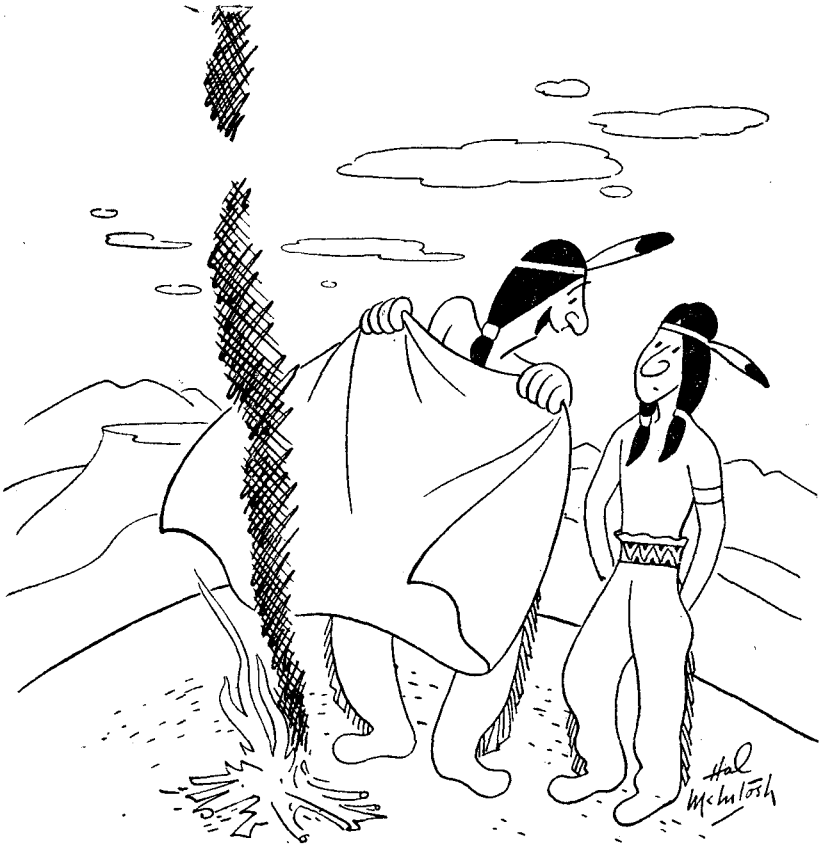
H. G. Wells and Frank Stockton

SIR: On page 27, *SRL,* Aug. 25, Mr. Benét says, "Today we are actually confronted by the atomic bomb prophesied by H. G. Wells!"

Well, H. G. Wells once illustrated a point by speaking of his strong desire to read "all of Frank Stockton that I have not yet read." So Stockton was his predecessor. And Stockton's "The Great War Syndicate," a story of the atomic bomb, was copyrighted in 1889.

Stockton threw in for good measure an absolutely cannon-proof armor and an undisclosed method of propelling the bomb; but the overshadowing thing in his story was the destructiveness of the bomb. And he told how to use it. Propaganda did not rely on indefinite threats of "a most terrible secret weapon"; the use of this particular weapon was threatened, and by way of sample it was used on a preannounced uninhabited spot of the enemy's territory. The enemy did not wait to have it used on a concentration of population or even of troops; the war was triumphantly ended. Just so in the Middle Ages it was found a successful method of securing the surrender of a fortified place to invite the commandant of the place to be escorted on a tour of inspection of the mines that were ready to bring down his walls. If fifty-six years had been time enough for Stockton's idea to penetrate the military mind, it would have been as effective militarily as the actual use of the bomb, and very far more effective politically.

STEVEN T. BYINGTON.
Ballard Vale, Mass.



"I've been asked to do a daily column for all the tribes."

New Translations

SIR: Your editorial, "New Words for Old Books," in the Aug. 25 issue, touched on a subject so sorely neglected that I hope *The Saturday Review* takes it further. May I suggest a few points on which I would like to see your comment?

(1) A great many books were translated into English twenty, forty, or sixty years ago when the morality called Victorian and the spirit of Anthony Comstock lay heavily on literature. As a result these translations, many of them still the only ones available, are incomplete. Among the books which were never completely translated, I believe, are: many of the novels of Anatole France, especially "The Queen Pedauque"; "The Sentimental Education," by Flaubert, described on the title page as "edited" by Dora Knowles Ranous, whatever that may mean; "Madame Bovary"; the novels of Huysmanns, Loti, Gautier, the Goncourts, and Maurice Barrès; the Hindu Scriptures; and the great analysis of morality by René Guyon.

(2) This point reverts, in part, to that expressed in point 1. New editions of our English essayists from Sam Johnson to Walter Pater, Arnold, Beerbohm, Saintsbury, and T. S. Eliot ought to have their many quotations from Greek, Latin, Italian, as well as French and German, translated into English, at least in a footnote.

(3) Translators, henceforth, should be subject to rigid editing by someone with thorough grounding in the English language. The H. T. Lowe-Porter version of Thomas Mann, for example, is spotted with grammatical errors as well as expressions that simply are not English.

(4) The literary quality of the translation ought at least to approximate the original. Elenor Marx Aveling's version of "Madame Bovary" gives us almost none of the distinct Flaubertian qualities discussed by critics. To revert to Mann again, his German is certainly not as club-footed as H. T. Lowe-Porter's English.

I trust that you will return to the subject again and consider these random points.

PAUL H. KITCHEN.
Bayonne, N. J.

Literary Prizes

SIR: I was disappointed to find that your article "Competing for a Literary Prize?" by Richard A. Lillard in the August 4 issue of *The Saturday Review of Literature* made no mention whatever of the Ellery Queen prize.

Many of your readers will be interested to know that *Ellery Queen's Mystery Magazine* is offering $5,000 in prizes for the best mystery short stories—a first prize of $2,000 and six additional prizes of $500 each. Any of your readers who is interested, can get full details by writing to the publisher.

J. W. FERMAN.
New York, N. Y.

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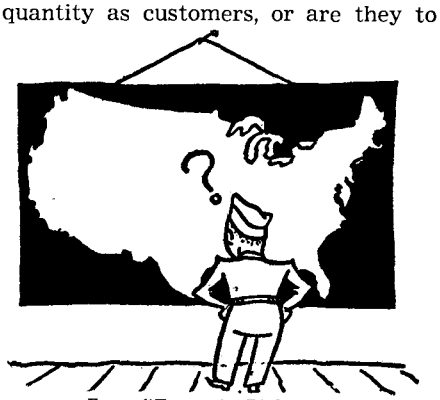
Strictly Personal

WHAT REINFORCEMENT WE MAY GAIN FROM HOPE

THE principle on which the so-called G. I. Bill of Rights is based has been accepted as sound by the public at large and by the great majority of leaders in American colleges and universities. The public feels that a grateful government cannot do less for returning service men and women than to give them the chance to prepare themselves for the future by offering them the facilities of the institutions of higher learning which they defended with their lives. College and university administrators are, in general, pleased that a democratic government is enabled by this bill to remove at one stroke what amounts to a property test applied against a large bloc of citizens whose economic status has prevented them from becoming college men and women. And most people believe that American colleges and universities, faulty as they are, have much to offer competent young men and women; that government subsidy of service men may be a step toward helping to higher education all those who can profit by it. Intelligent teachers and administrators realized some time ago that there will be problems in adapting programs of study to veterans and adapting veterans to established programs of study, but they have not been stampeded into retreat.

Curiously enough, one of our most courageous university presidents, Mr. Hutchins of Chicago, predicts defeat for the greatest educational venture this country has attempted. Mr. Hutchins's recent attack (*Collier's*, December 30, 1944) upon the competence and integrity of our colleges and universities is no less savage because it is a flanking rather than a frontal one. He counsels the government through legislation to force institutions of higher education to abdicate their intellectual and moral leadership. Such legislation would be justified, if I understand Mr. Hutchins, to protect the government's investment and to protect the returning veterans from the rapacious universities. Specifically, Mr. Hutchins would have government agencies be responsible for conducting qualifying examinations and, in the good old Carnegie Library tradition, require the universities to match dollar for dollar the government's allowance for tuition, supplies, and subsistence. Surely our universities, floundering though they are, will not be helped to assume leadership by turning over their primary duty, that of setting standards of entrance and scholarship, to a government agency. And the proposal to require universities to bear half the expense of the veteran's tuition and subsistence applies a property test based upon the assumption that rich universities have competence and integrity, luxuries which the poor cannot afford. My hunch is that Mr. Hutchins, quite properly distressed by the growth of vocational training at the expense of liberal education, has seen a nightmare of G. I. Joe instead of the real thing, and has cried out before he was properly awake. Or perhaps he has recently had an unpleasant conference with G. I. Joe's Uncle Elmer, whose ideas on education have really little to do with his membership in the American Legion. For more than twenty-five years two fundamental issues in higher education have been crying for settlement, and most liberal teachers and administrators are agreed that they must be settled now if the great publicly supported universities are to regain the leadership necessary to determine or even influence the course of post-war culture in America. The first issue concerns the primary and essential purpose of higher education. Is the first duty and purpose of a college or university to train experts in profitable fields of endeavor so that they may be economically and socially successful themselves and lead—or dominate—others as the opportunity offers? Or is the first duty and purpose to provide young men and women with the materials and methods for understanding themselves and their environment so that later they can make sound critical judgments, intellectual and esthetic, moral, social, and political?

The second issue concerns the relationship of the student to the university. Are students to be handled in quantity as customers, or are they to be considered clients or even patients? The decent merchandising of courses and programs of study requires only that the goods be as represented and the price reasonable. Professional care of students, on the other hand, requires the university to examine, diagnose, and prescribe the treatment and regimen most likely to assist nature and the individual student develop himself into a competent, discriminating, useful, and happy citizen—or even a successful expert.



—*From "Veteran's Rights and Benefits."*

Many universities today apparently operate on the assumption that education is merely a business and that the commodity for sale is training toward expertness in a technique, or even a racket. Such universities take on pretty much all comers and allow them to roll their own diplomas. Other universities seem more professional in their attitude; they require entrance examinations and continued evidence of ability to complete professional training successfully. But this latter group are only business houses dealing with a select clientele demanding a superior product or service. Too rare, as Mr. Hutchins implies, is the university which has the courage to formulate a philosophy of liberal education and to insist that all entering students be required to master fundamental methods of intellectual procedure and become familiar with an area of basic knowledge and principles before undertaking professional training which will make them expert practitioners.

Most of the confusion in present-day curricular and administrative planning in universities can be traced to the unsolved problems of the nature and functions of colleges and universities. Now that these institutions must prepare not only for the usual crop of high school graduates but for a possible million returning service men and women, the need for decision is acute. Higher education has been starved of students and income. Eagerly but fearfully now facilities and administrations look ahead and see boom times coming. The size of the prospective job shows up all too obviously the inadequacy of the means for doing it. G. I. Joe and his sister Jane do present some special problems. These young men and women will range in age from eighteen to twenty-five years or even higher, and the range of preparation, maturity, and interests will be even greater than the spread of age indicates. A large group of them will, however, be little affected by their routine military experience, will be amenable to academic discipline, and will give themselves wholeheartedly to whatever program the universities recommend. Another large group, on the other hand, suffering from undigested experience and a pseudo-maturity, will be over-confi-

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dent, and sure that a quick processing in courses of their own choosing will prepare them to meet the world and beat the game economically and socially. Still others will be the usual drifters and, let us face it, grafters who will enter universities because they can live there comfortably on government allowances.

Fitting returning service men and women into sound academic programs will be a complex but not too difficult task, for the principle governing the operation is simple. G. I. Joe has had unusual contacts with the data basic to the human experience out of which the arts and sciences have grown. Probably he can master principles with less drill in particulars than can the student fresh out of high school. Obviously, the methods of instruction must be modified to take advantage of his special preparation. But the purpose of his courses and program of study remains the same, to develop his powers of disinterested critical judgment of data arranged intelligently into patterns of knowledge. These returning veterans can be, and by God they had better be, the most satisfactory students American universities have ever admitted. They have lived under rigid discipline and leadership; they have amassed much data. They will appreciate the leisure and freedom of academic living, and under competent leadership they can have the thrilling pleasure of seeing and feeling experience grow into understanding and wisdom.

The plan for education under the G. I. Bill is an adventure and an experiment. The colleges and universities may let these young people down, may be content to sell them a bill of goods; if they do, liberal education and the democracy it produced will soon die. If I were recommending legislation, I would urge the government to require a program of general and liberal education as a basis for all professional or technical training. And I would justify the recommendation as a protection of democracy's investment in democracy. But I know, and so does Mr. Hutchins, that you can't legislate men or institutions into assuming leadership. The government has wisely left the education of veterans to the educators, with a minimum of stipulation and red tape. Perhaps the government recognizes the fact that reform and regeneration are internal processes.

JOSEPH P. BLICKENSDERFER.

Adjustment for Soldier and Veteran

PSYCHOLOGY FOR THE ARMED SERVICES. Edited by Edwin G. Boring. Washington, D. C.: The Infantry Journal. 1945. 520 *pp.* $3.

Reviewed by HAROLD FIELDS

A RETURNED soldier who was seriously wounded abroad and who was recently flown to the United States, said that he found renewed hope in the welcome he was given as soon as he was transferred to the reception hospital here. A nurse brought him fresh milk ("milk from a cow and not from a can") and as much of it as he wanted, a Red Cross attendant placed an attractive vase of colorful flowers beside him, a rolling PX was brought to his bedside so that he might replenish his needs ("they brought the PX to *me!*"), a prestidigitator dropped in on him to perform tricks at his bedside, he was served steak and as many bowls (yes, bowls) of strawberry ice-cream as his parched needs could consume, and a current movie was shown in his ward—all in the first day. Not one of these acts of thoughtfulness had anything to do with the pathological or surgical treatment he was to receive; all of it had one aim—the building up of his morale. And in that, it was most effective, for it gave him reconstituted faith and hope.

That is what the authors refer to, in part, under the title "Psychology for the Armed Services." They refer to morale as a cardinal element in the proper training and adjustment of the soldier and veteran. The general treatment of the topic comes from the pens of such recognized authorities (and they deserve mention) as Professor Gordon W. Allport of Harvard University, Dr. Walter V. Bingham of the Personnel Procedures Section of the A.G.O., Professor Irvin L. Child of Yale University, Col. Joseph I. Greene of the *Infantry Journal,* Dr. Edwin R. Guthrie of the University of Washington, Professor Herbert S. Langfeld of Princeton University, Col. Edward L. Munson, Jr., and Miss Marjorie Van de Water of Science Service. It was prepared under the chairmanship of Professor Edwin G. Boring of Harvard University and under the direction of the National Research Council's Committee on a "Textbook of Military Psychology." I cite all this not only because it is an impressive list (many of these men have played a signal part in preparing materials for war training) but also because, to those who have some contact with the research work of the Army and Navy, they evidence the broad military and scientific background that was brought into this work. The results of their labor are prodigious, comprehensive, and authoritative. This volume should prove

"Everybody wants to get into the act . . ."

MEN AT WORK always attract a crowd. The man who operates a steam shovel is lucky; his sidewalk superintendents are too far away to become menacingly familiar. But an artist painting in the park is subject to hangers-on who stand around trying to project something of themselves into his work. Men at work on books in public are often subject to the same distressing popularity (possibly Nature's warning against ever again deserting their ivory towers).

Not so long ago, two of our editors were hard at work putting together a book called BOOKMAKING AND KINDRED AMENITIES[1] in a room over Henri's restaurant on Walnut Street in Philadelphia. Since this was to be a collection of essays on all phases of the business of books, there were a number of people "in the act" to begin with—among them such gentry as Philip Van Doren Stern, Lewis Gannett, and neighbor Bennett Cerf who had taken time off from Random House, Trade Winds, a radio broadcast, and an unspecified number of anthologies to contribute a piece entitled *Publisher Bites Author.*

As the work progressed, a slatternly waitress would appear at appallingly regular intervals from behind the piles of galley proofs to survey the scene and to ask, "Watchyerdooin'?" She said nothing more. She was never answered. But the two editors began to feel that something of the frustrated poetry of her soul had by a sort of telepathic osmosis entered into the book. Indeed, The Slatternly Waitress from Henri's has become an obsession with our entire organization. We can't open the book without expecting to find a trace of her in somebody's essay. In a way, she has won her point.

GREATER MEN than we have suffered from the same cause. Byron at work always attracted a crowd of women — kindred souls, all of them, of the waitress at Henri's. Drawn by his talent (he had looks, too) they all but ruined his life and completely mangled his reputation. Nevertheless, Byron was not a libertine. As we read in BYRON'S DON JUAN: A CRITICAL STUDY,[2] he was first of all a poet, and hardly more responsible for many of his amatory adventures than our editors were for the presence of the waitress.

In fact, Byron is said to have claimed that he had been raped more often than anyone since the Trojan War. Whether he said it or not is irrelevant. Had he thought of it he would undoubtedly have said it.

1. **BOOKMAKING AND KINDRED AMENITIES,** *edited by Earl Schenck Miers and Richard Ellis, $3.50*
2. **BYRON'S DON JUAN:** *A Critical Study, by Elizabeth French Boyd, $3.50*

At all bookstores
RUTGERS UNIVERSITY PRESS
New Brunswick, N. J.

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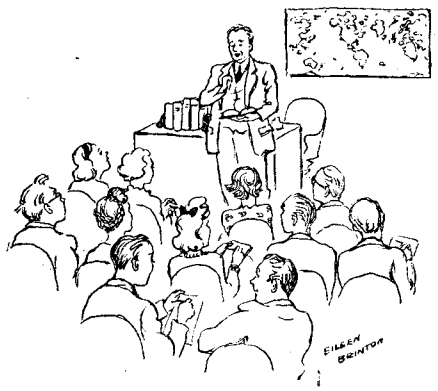
to be a "must" text for all army, air, and navy training here and abroad for a long period to come.

What the committee has sought to present is summarized in the following paragraph:

> The armed forces are organized bodies of *men*. To make military organizations efficient, you have . . . to know about the capacities and limitations of men, about differences among men and how one man can be best at one job while another is best at a different job, and about the ability of men to have their abilities changed by training. You have also to know about men's motives and their personalities, about their adjustment in novel situations, about how they learn to like to do what they have to do, about how and why they break down when adjustment is impossible. And then you need to know about their social relations—in leadership and followership, in panic, in accepting and spreading rumor, in association with foreigners. You also need to know how to assess the opinions of large groups and to control the thought and action of large groups by propaganda and other means. All that is psychology which the military man needs.

Much of this is encompassed in the general literature of educational and social psychology as taught in our colleges and universities. But although we have had other texts on areas covered in this volume, areas such as the eye, the ear, the olfactory senses, efficiency and fatigue, laws of learning, emotion, sex, etc., the emphasis in this book is turned to the relevancy of these factors to the fighting man in terms of his needs, so that the chapters become studies of the eye as a military instrument for visual adaptation and night vision, the relation of the eye to color and camouflage, the ear as a means of detecting direction of sound, the use of smell in war, etc. Hitherto, scientific psychology for combat service has not been properly exploited and directed. Terms have been loosely used, officers have presumed a knowledge of the science through the use of casual and inaccurate instruments of approaches, and frequently the form has been accepted for the substance. Some professional approaches have been initiated. Military journals have included articles on the subject, lectures on military psychology were part of the General Staff School at Fort Leavenworth, and one or two texts—such as "Psychology and War," by Major Burns, and "Psychology for the Fighting Man"—were used. But this volume is the first standard work in this field, and is so recognized because of its careful preparation by its long list of authoritative collaborators.

In World War I we had seventeen committees at work in this field, whose combined efforts led to a number of



proposals; not all were pushed far however except the Alpha and Beta group intelligence tests. These tests were improved in World War II when the AGCT tests were instituted for measuring basic abilities; these included classification tests, aptitude tests, educational achievement tests, trade knowledge tests, and technical tests. This was an improvement over the much criticized Army Alpha intelligence tests of the first war. In 1940, the Army General Classification Test was extended to cover four equivalent forms, modifications of which have been used in the Navy. Today tests are given to measure intelligence, reaction, perception, aptitudes, trade knowledge, educational achievement, and personality.

It is interesting to read in this book of the Psychological General Staff that the Germans set up to cover testing, research, defensive morale (for Germans), and offensive morale (for the enemy). Their areas of interest were quite extensive. The German approach was through philosophy as contrasted with ours that worked in conjunction with the biological sciences. The British have also gone far in psychological studies for war training, and we know that the Russians have encouraged research on "problems of perception, observation, and other psychological functions . . . important in war." What other countries have done has not yet been reliably assembled.

The book is a valuable text for wartime and peacetime use. It constitutes a direct application of the laws of psychology to the problems of training for war. Yet much of it applies equally to peace time, in gauging the efforts made to blind the public to the results of war or to plans for war. The content is important to all who seek to be intelligent and discriminating in their evaluation of news and trends.

Community Against Prejudice

THE STORY OF THE SPRINGFIELD PLAN. By Clarence I. Chatto and Alice L. Halligan. New York: Barnes & Noble. 1945. 201 *pp. xviii,* $2.75.

THE SPRINGFIELD PLAN. A Photographic Record. By Alexander Aland and James Waterman Wise. New York: The Viking Press. 1945. 136 *pp.* $2.50.

Reviewed by ORDWAY TEAD

IF at home we cannot live in peace and amity together, the difficulties of understanding and good will with our neighbors beyond our borders become many fold greater. That we have not thus far been as successful on the home front as we would like, that Senator Bilbo expresses the unsaid intolerances of too many of us, that the war has sharpened internal awareness of differences of race and religion,—all this is on the top of the minds of all sensitive citizens at this moment. And what to do about it, is the urgent question we all face.

Efforts at correction are fortunately not lacking. And the so-called Springfield Plan is one such—tangible, tried, and specific in the methods used by one aroused locality. Here is the approach through the initiation of the public educational system with an informed, conscientious, and courageous superintendent of schools as the spearhead of the drive. Let the faint-hearted read of what Superintendent John Granrud has been responsible for, and take courage. That the well-motivated and clear-headed individual can and does count in our kind of society is not the least of the messages of hope implicit in these two studies.

My knowledge of Springfield at work against intolerance is confined to a reading of these two helpfully supplementing volumes. I appraise the books, not the actualities. And these reports may conceivably put the best foot forward and minimize the shortcomings. But the fact is that here is a record of how a community has come to self-consciousness about its own burning issues and how that self-consciousness translates itself into positive action. It is a heartening record of precise techniques giving effect to a considered policy. Support has been attained less by argument than by the logic of concrete results which can be pointed to on a "go thou and do likewise" basis.

The fight against intolerance, discrimination, and prejudice has many fronts and that by the road of formal education fanning out into other agencies and groups is but one. Yet it is a crucial and a necessary front, some of the early exploratory strategies of which are here recorded. Recapitulation in this review of the numerous

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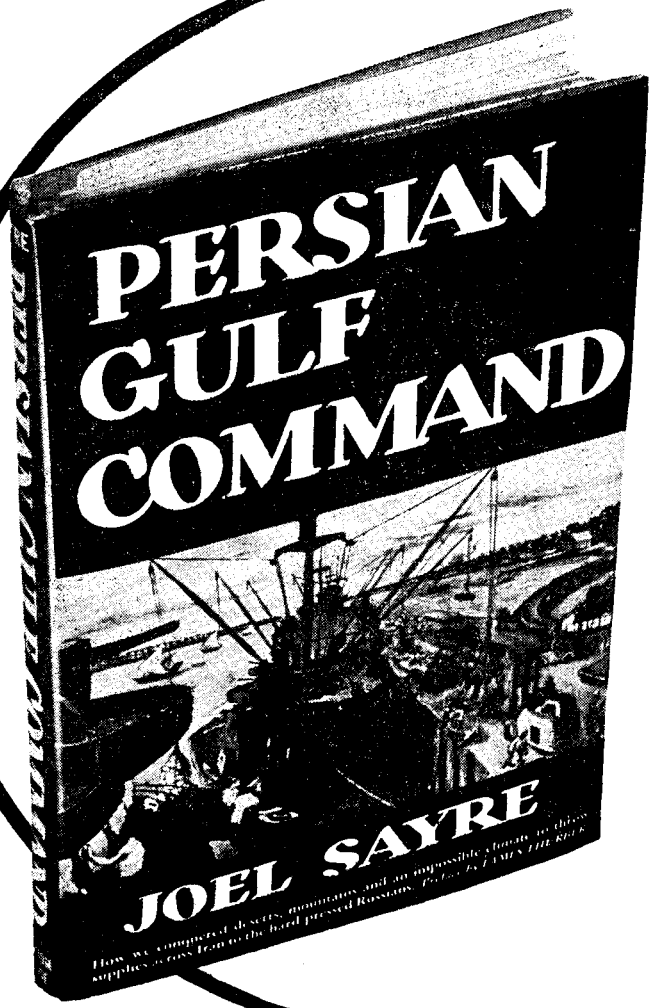


The story of some Americans who worked a modern miracle in the land of the Arabian nights

➤ Over a single-track railroad, through mountain passes, unbroken deserts, and the vilest climate on earth, the men of the P.G.C. (short for *Persian Gulf Command* or *People Going Crazy*—usually both) supplied the Russians with the materials that saved Stalingrad and pushed back the Nazi tide. *It was like serving all of Greater New York with the Coney Island scenic railway ...*

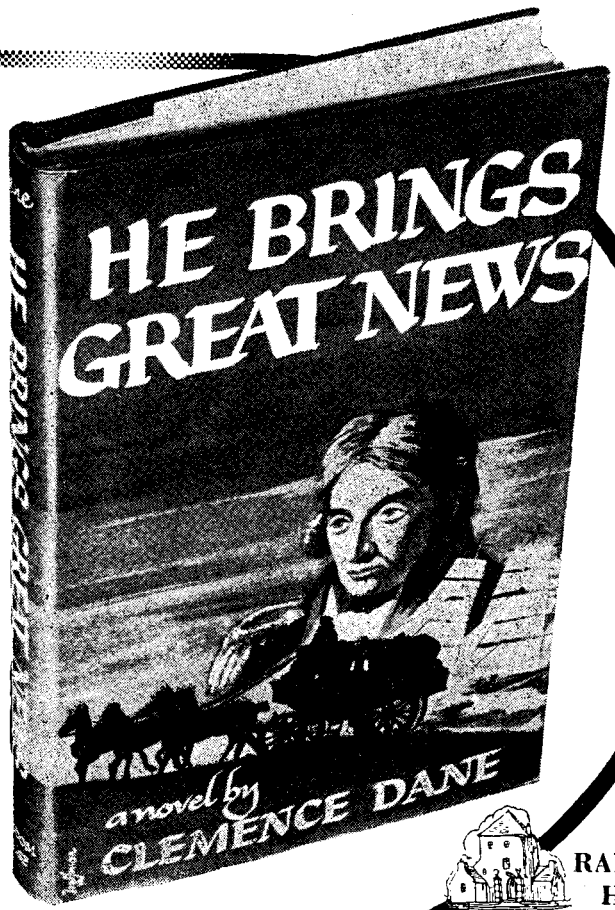
Across Iran, working, cursing, griping, and perspiring, they delivered 4½ million long tons of everything a fighting people needs—from ammunition, food, clothing, and medicine to an entire Ford plant. Joel Sayre spent nearly a year in Iran with the P.G.C. His story is the epic and often hilarious account of the unorthodox soldiers who horrified the West Pointers but performed one of the most miraculous feats in the history of war. *$2.00*

PERSIAN GULF COMMAND
By JOEL SAYRE
With a preface by JAMES THURBER
Illustrated by BRUCE MITCHELL of Life

Trafalgar . . . This one word meant the life of an empire and the death of its greatest idol

➤ 140 years ago this Fall, the fate of two empires, that of Napoleon and that of England, was decided off the coast of Spain. A young lieutenant was chosen to carry to London the news of the victory and of Nelson's tragic death. HE BRINGS GREAT NEWS is the romantic story of his adventurous race against time, love, and an unknown opponent . . . a brilliant historical novel by the distinguished author of *Broome Stages* and *A Bill of Divorcement.* *$2.50*

HE BRINGS GREAT NEWS
A novel by CLEMENCE DANE



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facets of the effort might deter the reader from going back to the record which has to be read for a total impact to be sensed as less a "plan" than a combined mobilizing of techniques and resources which severally are not new. It is the reality of a whole effort greater than the sum of its parts which is impressive, gratifying, and capable of a considerable amount of transfer and application elsewhere. Missionary tracts of a high order of usefulness are what we have here and what school people and alert citizens the country over should read and act upon.

Perhaps without deliberation these two separate studies are issued simultaneously. Actually they may well be read together. The volume first listed, by members of the Springfield Staff, should be read first, followed by the emotional, eye appeal of the second. Without pretending to present all the answers these are fertile source books of ideas on how local communities can be self-conscious and potent in the imperative fight against prejudice.

Aids in the Teaching Process

CHILDREN'S QUESTIONS AND THEIR IMPLICATIONS FOR PLANNING THE CURRICULUM. By Emily V. Baker. New York: Bureau of Publications, Teachers College, Columbia University. 1945. 172 *pp.* $2.35.

TEACHING THROUGH RADIO. By William B. Levenson. New York: Farrar & Rinehart. 1945. 474 *pp.* $3.

THE PRACTICE OF ENGLISH FUNDAMENTALS. By Joseph M. Bachelor and Harold L. Haley. New York: D. Appleton-Century Co. 1945. 304 *pp.* $1.35.

STUDIES IN ENGLISH, 1944. By Department of English, the University of Texas. Austin: The University of Texas. 1945. 297 *pp.* $2.

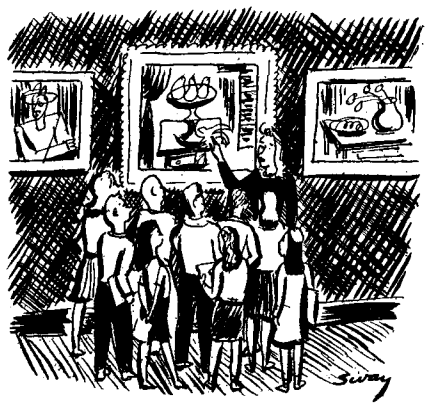
MULTI-SENSORY AIDS IN THE TEACHING OF MATHEMATICS. Compiled by the Committee on Multi-Sensory Aids of the National Council of Teachers of Mathematics. New York: Bureau of Publications, Teachers College, Columbia University. 1945. 455 *pp.* $2.

Reviewed by HARRY J. CARMAN

THESE five books though differing greatly in content and treatment are all concerned with some aspect of education; all but one deal primarily with aids in the teaching process.

In her volume on "Children's Interests" Dr. Baker starts with the thesis that children's interests as expressed in their questions have important implications for teachers and for those who plan the curriculum of the elementary schools. The purpose of the study is threefold: (1) to call attention to the rich resource which lies in the questions children raise; (2) to indicate to faculties of teachers colleges the fields of knowledge with which elementary teachers should be well acquainted; (3) to suggest means by which children's questions may give direction to the curriculum of the intermediate grades and the teachers college. Over 9200 questions were collected from approximately 1400 children in grades three to six. On the basis of these questions Dr. Baker found that girls tend to ask more questions than boys and that irrespective of sex children are interested in the origins and causes of natural and social phenomena. She concludes, therefore, that teachers need a rich background of information in the social studies and in the biological and physical sciences. They also need to be well-informed on current affairs. The questions themselves make interesting and informing reading. This study is a significant one.

Dr. Levenson's volume, "Teaching through radio," breaks virgin soil. In many respects it is the story of what has been accomplished educationally by means of the radio in the Cleveland public school system, which without doubt is the leading pioneer in making use of the radio as a teaching device. Inasmuch as Dr. Levensen directs the radio activities in the Cleveland schools this book is the product of a wide range of experience with various phases of radio education. In his prefatory note the author sets forth the purpose of the volume as twofold: the improvement of school broadcasting and the encouragement of more effective use of educational radio programs. While it does not profess to say the last word this book contains a wealth of information which every forward-looking educator ought to have at his command. Each of the twelve chapters is prefaced by a series of leading questions. For example, in chapter five—"Selecting and Using the Program"—these are the questions raised: What factors should be considered in selecting a program for school use? What sources of program information are available? How does the teacher's purpose determine her utilization? Before the program begins, what preparatory steps are helpful? What should be done during the program? What are the most common objectives of the follow-up period? What aspects of this activity need emphasis and which features should be minimized? How and to what degree should the teacher assign and utilize the out-of-school program?



The volume is therefore both expository statement and a manual and should help immensely to stimulate the use of a teaching instrument which so many of our educational institutions have lamentably neglected.

As the name implies "The Practice of English Fundamentals" is a practice-exercise manual for teaching mastery of correct English. Rules and exercises for understanding the sentence, for grammar and spelling abound. An appendix containing 450 words frequently misspelled adds to its value.

The 1944 volume of "Studies in English" appearing under the auspices of the Department of English of the University of Texas contains nine scholarly essays: "Pope Editing Pope," by R. H. Griffith; "The Rape of the Lock," edited by Edward G. Fletcher; "The Dunciad, Book IV," by George Sherburn; "The Game of Ombre in the Rape of the Lock," by Arthur E. Case; "Quotations from Pope in Johnson's Dictionary," by Theodore Stenberg; "Pope and the Victorians," by Oscar Maurer, Jr.; "Swift, the Mysteries, and Deism," by Louis A. Landa; "Shakespeare's Plays in the Theatrical Repertory when Garrick Came to London," by Arthur H. Sconten, and "The Influence of Fielding's Milieu Upon His Humor," by Leo Hughes. This volume is a worthy companion to its predecessors.

"Multi-Sensory Aids in the Teaching of Mathematics" is another aid-to-teachers volume. It differs from the usual run-of-the-mill books of its kind, however, in its thoroughness, scholarship, and illustrations. The section on Slides, Films, Three-Dimensional Projection, and Equipment is a reminder of the rapid changes in the world about us. This volume which is the Eighteenth Yearbook of the National Council of Teachers of Mathematics is further proof that the leaders in this branch of the teaching profession are doing constructive work in improving teaching technique.

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Pathfinder in Physiology

THE WAY OF AN INVESTIGATOR. By Walter B. Cannon, M.D. New York: W. W. Norton & Co. 1945. 223 *pp.* $3.

Reviewed by CARL BINGER, M.D.

TO a former student of Dr. Cannon's, and still a devoted one, the fact that a man of his great accomplishments should turn an introspective and reflective eye on his own career is in itself important. But everyone will find in his book the development of a creative spirit and the beauty of scientific thought, for Cannon has won a unique place in medical science. He has exerted a synthesizing function between the widely separated universes of the mind and the body. This fact has resulted not only from the nature of the problems which he has investigated, but also from the atmosphere of tolerance which surrounds him. His laboratory was always a businesslike place. Everyone had a job to do and did it, not from pressure or exhortation or even from the feeling of being just one little happy family, but because he wanted to do it. Cannon was hospitable to all kinds of men and all kinds of ideas—if they were honest ones.

Dr. Richard Cabot, who taught the art of physical diagnosis to many classes at the Harvard Medical School, had the heartening and unusual gift of calling most of his students by name after his first or second session with a class. He assisted a soundly retentive memory with mnemonics scribbled in the margin of the roster. Alongside the name of Walter B. Cannon he wrote "Beethoven." That was about forty-five years ago. Today, Dr. Cannon still resembles Beethoven—a humorous and puritanical Beethoven. His face shows determination and force, softened by an expression of wonder; an alert readiness to be surprised and absorbed, combined with a warm and friendly twinkle. For he possesses, as the fortune teller has it, "qualities of mind and heart" in happy association. These faculties have made of him a great investigator and teacher of physiology—once called the Queen of all the Medical Sciences.

In his book "The Way of an Investigator, A Scientist's Experiences in Medical Research," he tells the story of his origins, both familial and scientific. The spirit of his pioneering forebears is strong in him. Within the four walls of his laboratory he has crossed many frontiers, broken new and tough ground, settled in and then moved on to further fields; driven always by a searching spirit, a love of adventure, and something else which eludes analysis and which he himself does not understand. Perhaps it is the lucky blend of French and Celtic genes which he inherited.

He has a Gallic respect for logic and an Irish wit, with a love of the somewhat nonsensical. He can put his head back and laugh, he loves to quote the words of wisdom of one Jim Skillen—for many years a faithful janitor at the Harvard Medical School. Jim was a clay-pipe philosopher. After Dr. and Mrs. Cannon's first child was born, Skillen warned him: "In a family with wan child there are three fools." And Dr. Charles Sedgwick Minot, the distinguished Professor of Embryology, who was without offspring, he described as a "theoretical embryologist." Among Skillen's many duties was the care of the frogs in the physiological laboratory. An epidemic of "red leg" decimated them. When his daughter, returning from school one day, asked her father what an amphibian was, he replied: "An amphibian is a creature that can't live on land and that dies when you put him in the water." To the young professor who had been working long hours with insufficient rest he raised an admonishing finger and said: "Remember, there's no whistlin' without your upper lip." And a student who complained that the cadaver he was given to dissect was too fat, Skillen called "a damned epicure." These are stories Cannon delights in.

In a chapter called "Fitness for the Enterprise," the author enumerates those qualities which equip a man for the career of an investigator. He discourses on curiosity, imagination, technical skill and ingenuity, keen powers of observation, a retentive and facile memory, the willingness to take infinite pains, and vigorous health. With all of these he himself was endowed. But the whole is greater than the sum of its parts and no inventory of faculties will explain the successful and creative scientific research worker. It needs more than sensitiveness, a feeling for rhythm and words to make a poet, and more than snails and puppy dog tails to make a boy. What the *tertium quid* may be is hard to say.

Cannon delves into this problem in the chapter called "The Role of Hunches." He refers to a classification of scientists into two groups: the guessers and the accumulators. "The guessers are men who work with the use of theories and hypotheses; the accumulators are mainly collectors of facts." Earlier in the book he states: "Of the two ways of learning about nature, experiments have proved much more fruitful than simple observations

Dr. Walter B. Cannon "has won a unique place in medical science."

—chiefly, I think, because experimentation is addressed more directly to the means of controlling natural forces." He admits his own reliance on "hunches." "From the years of my youth the unearned assistance of sudden and unpredicted insight has been common. . . . As a matter of routine I have long trusted unconscious processes to serve me—for example, when I have had to prepare a public address. . . . The process has been so common and so reliable for me that I have supposed that it was at the service of everyone. . . . According to my experience a period of wakefulness at night has often been the most profitable time in the twenty-four hours. This is the only credit I know that can be awarded to insomnia." Not only did he suddenly conceive, in such a wakeful period, of a rather complicated mechanical device for graphically recording the clotting time of the blood, but also the interpretation of his many previous observations on bodily changes in emotion came to him in this way. The increased heart rate, rise in blood sugar, constriction of peripheral blood vessels, and other innumerable physiological changes which accompany pain, hunger, fear, and rage he suddenly saw as bodily preparations for combat or flight. Such a teleological explanation might not have dawned on him in full wakefulness, but it was a most valuable "hunch" and it led him and his coworkers on for many fruitful years.

There are instances of this kind in the lives of many great scientists. Darwin, in his brief autobiography, wrote, "I can remember the very spot in the road, whilst in my carriage, when to my joy, the solution occurred to me." On the occasion of a banquet given in honor of his seventieth birthday Helmholtz told his hearers that he had

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never had a great thought come to him at his desk or when he was tired or after he had a glass of wine, but usually when he had been walking in his garden thinking of other things.

Kekulé, a German chemist of the mid-nineteenth century, is said to have conceived his famous "closed-chain" or "ring" theory in an alcoholic revery. He had a vision, so the story goes, of six monkeys in a circle holding on to each other's tails. This was the basis of the so-called "benzene ring" in which six carbon atoms are conceived of as being joined together in a hexahedron. It has been described as the "most brilliant piece of prediction to be found in the whole range of organic chemistry." Without it, one can hardly imagine that organic chemistry would have served man's needs as it has, and provided him with countless, now indispensable, synthetic products, among the most recent being atabrine and the sulfa drugs.

ONE should not misconstrue or overweigh the role of scientific hunches. Only after laborious days do they come to the mind prepared by disciplined observation. Then to some fortunate few the pieces of the puzzle suddenly fall into place. But many able and productive scholars have never known such an experience. This reviewer has often had the notion that a study of the personal fantasies that lay behind scientific generalizations and hypotheses might be illuminating.

Having made this bow to "unconscious processes," Dr. Cannon quickly retreats and says: "To me as a physiologist, mind and consciousness seem to be equivalent, and the evidence appears to be strong that mind or consciousness is associated with a limited but shifting area of integrated activity in the cortex of the brain." He prefers the term "extraconscious processes" to define unrecognized operations which occur during attention to urgent affairs or during sleep. By using this term "the notion of a subconscious mind or subconsciousness can be avoided."

Unconscious, subconscious, extraconscious. Here is meat for controversy—not just a random choice of prefixes.

Tell me where is fancy bred,
Or in the heart or in the head?

Perhaps dynamic psychologists and psychiatrists are busy surveying terrain as yet uncharted by anatomists, and where the physiologists' jeep cannot easily travel. The vocabulary of psychology is properly excluded from the physiological laboratory. Cannon's great Russian colleague Pavlov, dissatisfied with the term "psychic secretion" for describing the flow of saliva in dogs, stimulated by the smell of food or by other signals, invented the term "conditioned reflex." He insisted on sticking to his physiologist's last—and correctly so. It is probably for this reason that Cannon, whose investigations underwent a development similar to Pavlov's, shies away from the concept of an unconscious mind. He would be the last, however, to leave off building the tower because our language is confounded. Indeed, the content of his researches has done much to enable psychiatrists and physiologists to understand one another's speech. For if the *unconscious* of Freud has a voice, it speaks through the very autonomic nervous system to which Cannon has given so many years of patient and ingenious study.

The chapter on hunches is followed by one called "Gains from Serendipity." Except to those familiar with Dr. Cannon and his writings, the word serendipity will certainly be a monkey-puzzler. One of his acquaintances whom he asked to guess at its meaning thought that it was a mental state in which serenity and stupidity were blended: the serendipity of a cow chewing its cud under a tree. But it doesn't mean that at all. Apparently Horace Walpole coined the word from the title of the fairy tale "The Three Princes of Serendip" (an ancient name of Ceylon): "As their highnesses traveled they were always making discoveries, by accident or sagacity, of things which they were not in quest of." According to the Oxford English Dictionary it means "the faculty of making happy and unexpected discoveries by accident." In the history of the physical and biological sciences such "accidental" discoveries are plentiful.

Here are three examples: First—one familiar to everybody—when Columbus set sail from Spain with the firm belief that by going west he would learn a shorter route to the East Indies he accidentally bumped into a new continent. Second—the galvanic current was discovered by Luigi Galvani who observed the twitching of some frogs' legs which were hanging by a copper wire from an iron balustrade in his home in Bologna. Third—a most striking recent example of serendipity made possible the blessed discovery of penicillin.

Sir Alexander Fleming, who has been greatly honored for his work, spoke recently at a meeting of the Harvard Alumni Association, which followed the conferring of an honorary degree upon him. He stressed the great importance of accident, fate, or destiny in the shaping of men's lives. He pictured his own distinguished career as a series of quite unwitting and unplanned accidents. By the merest chance he left his native Scottish farm and by the merest chance, after serving as a clerk in a steamship office, he entered the Medical School of St. Mary's Hospital. Of the twelve schools he had to chose from, three were equidistant from his lodgings, and of these he selected the one nearest to a swimming pool which he frequented. Now, at the same time, fate led the celebrated English pathologist, Sir Almroth Wright, to accept a post as head of a laboratory at St. Mary's. Fleming came under his tutelage, and by his precept and example grew to be an accomplished investigator. Later in his life, and again by the merest chance, a mold happened to fall on to a bacterial culture. The rest of the story is now popularly known, but its ultimate practical and theoretical meaning cannot yet be foretold.

DR. CANNON gives two examples of serendipity in his own work, which, however, is no crazy quilt of "hunches" and happy accidents. As one surveys his published researches one can appreciate the growth and unfoldment of his ideas. While still a young student he placed a live goose in a frame and passed the newly discovered Roentgen rays through its neck for the purpose of demonstrating the passage of a small metal ball through the goose's gullet. This led to his investigation of the movements of the stomach and intestines by the use of meals mixed with bismuth subnitrate —like the metal ball, a substance opaque to X-rays. Cannon noticed, on occasions, that the peristaltic move-

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ments did not occur in the usual orderly and rhythmic way. Apparently the digestive process was stopped when the experimental animal was in a state of excitement. This simple observation opened up for him the whole field of bodily response to strong emotion, and from it followed naturally his studies on the emergency function of the adrenal glands. Thence he turned to a consideration of the sympathetic nervous system and the behavior of the heart isolated from all nervous connections. Using this organ as a delicate indicator he demonstrated the existence of chemical mediators. Each one of these problems was attacked with vigor, with strategy, and with an amazing manual skill, and often with the assistance of loyal and gifted co-workers whom he had trained. Dr. Cannon could have been a great surgeon or a wise and brilliant physician. But he has stuck consistently to his own inner genius without regard to practical exigencies—except when his country was at war. His energies were then put at its service.

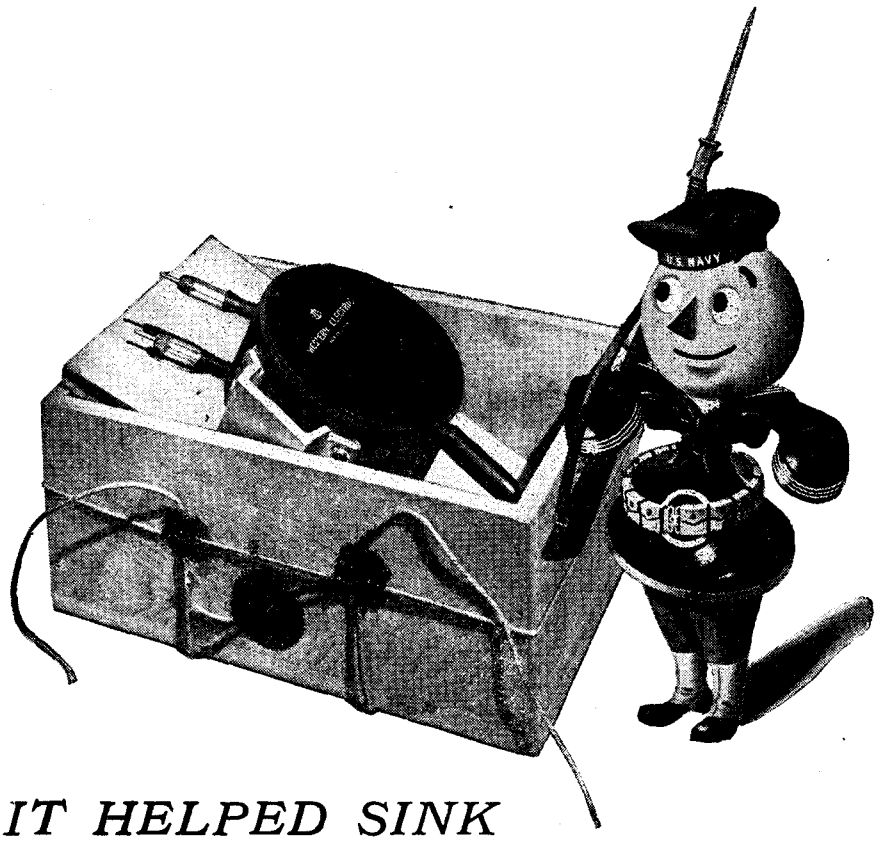
He will be known as a pathfinder, a trail blazer like his progenitor, Jacques de Noyon, the voyageur. He is a mountaineer in physiology, and the new territory he has discovered will keep the surveyors busy for years to come.

He is no closeted recluse. He has been a liberal influence in medical education. He has led the fight against those misguided, misinformed, cynical "humanitarians," the antivivisectionists. From the start he espoused the cause of republican Spain and recognized early what was at stake in its death struggle. He has befriended the Soviet scientists, who love and value him. He is our best ambassador of good will.

In every civilized country there are former students of his, or colleagues and admirers. If "T. C. Mits" (The Celebrated Man in the Street) has never heard of Cannon it is not from want of his benefactions, for Walter B. Cannon has, in truth, been good to the world.

ANSWERS TO LITERARY QUIZ

1. John Ridd, in "Lorna Doone," by Richard Blackmore. 2. Lady Windermere, in "Lady Windermere's Fan," by Oscar Wilde. 3. Porphyro, in "The Eve of St. Agnes," by John Keats. 4. "Ginevra," by Samuel Rogers. 5. Earl Williams, in "The Front Page," by Ben Hecht and Charles MacArthur. 6. Falstaff, in "The Merry Wives of Windsor," by William Shakespeare. 7. "Tom Sawyer," by Mark Twain. 8. "Don Juan," by Byron. 9. Jim Hawkins, in "Treasure Island," by Robert Louis Stevenson. 10. Gerard, in "The Cloister and the Hearth," by Charles Reade.



IT HELPED SINK

SIX JAPANESE WARSHIPS

A little over a year ago we told you how a secret device had helped win a great battle. The device came back from the wars, was sealed in a box, and placed in the vaults at Bell Telephone Laboratories.

We couldn't tell you the full story then for security reasons, but now we can open the box and let you know what was inside. It was a magnetron, a kind of electronic tube, installed and operated in Radar equipment on the famous *U. S. S. Boise.*

The Radar was used in night action off Savo Island in the Solomon Island group on October 11-12, 1942. During the engagement, six Japanese warships were sent to the bottom.

Long before Pearl Harbor the Government asked Bell Telephone Laboratories to put its wide experience and knowledge of electronics to work in perfecting Radar as a military instrument. Through Western Electric Company, its manufacturing branch, **the Bell System became the largest source of Radar for our fighting forces.**

This is not surprising for Radar development and production stem from the same roots that produced and continue to nourish this country's telephone system.

BELL TELEPHONE SYSTEM

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TRADE Winds

THE WALTER WINCHELLS and Drew Pearsons of the eighteenth century in France were limited somewhat in scope by the lack of high speed presses and the radio. They also suffered from the fact that the ruling classes of the day, less indulgent than our present society, would not have been so loath to translate disapproval of an item or two into very positive physical action. Not being able to call a jade a jade, they were forced to disseminate their tales of court gossip and intrigue (just as avidly craved by the public of 1645 as they are today) more subtly, and it was thus that the written charade achieved its finest flowering. By the time the subject of the charade deciphered it, the perpetrator generally was well out of reach.

For a long time the art of the written charade has languished, but judging by the enthusiasm displayed at a few recent nobby literary and social gatherings, it is due for a spectacular revival this season. One publisher is already committed to a book of these charades, which offer a neat challenge to both the deductive and inventive powers of participants in the game.

Like the more familiar acted charades, the written form conceals a word whose syllables, broken up phonetically, must be substituted for the "my first," "my second," etc., offered in the verse submitted. The whole word replaces the "my all" in the charade. A word may be divided in different ways in the same charade. For instance: "sausage" may be split into "saw" and "sage," and, elsewhere in the verse, into "sauce" and "age." The complete verse should always have a certain consistency of idea, but this need not necessarily suggest the answer to be discovered. Clues, other than the definitions themselves, often in pun form, may be inclueded. (It is desirable, too, that verses scan.)

Here is a very, very simple example:

I use a first to write a letter
A handy blotter makes things better
I bend my last to say a prayer
Or when I sit upon a chair.

When children buy a lolly-pop
They take a total to the shop.

The answer is "penny"—"pen" and "knee" so the charade reads

I use a *pen* to write a letter
A handy blotter makes things better
I bend my *knee* to say a prayer
Or when I sit upon a chair.

When children buy a lolly-pop
They take a *penny* to the shop.

A few slightly harder charades follow:

1. My all, a pilgrim in these days of toiling men,
   At first half holy called, does not surprise us when
   The leader of Bohemia he turns and stays—
   And passes up the ties of narrow ways.

2. The robin's come, the blue bird's gone its way,
   The tinkling notes of warblers fill the day.
   Against the sky majestic, tireless wings
   Beat time to nature's deathless song of springs.

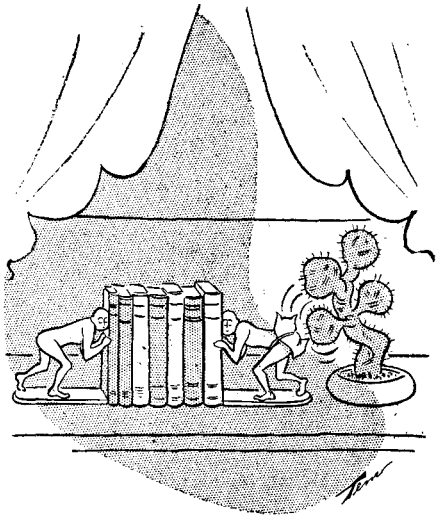
   And men my last to men of first design,
   Must stop, and count their senses five like mine,
   As futile things beside a gift endowed
   To fledglings, to my all through mist and cloud.

   What precious humbleness for man is here!
   A swallow's in its nest of yesteryear.

3. Pray do not think I hold my worth too much
   If I should say someday I hope to touch
   The deep my first you carelessly let fall
   With no less grace than breezes sway my all.
   Plants can be lethal, and the rose has haws
   Which, with my firsts, give bolder speakers pause.
   Despite its craft, I'll undo this my second . . .
   Why, there's old Smith from Yale. I'm glad he beckoned.

4. My first you've oft heard me exclaim
   When solving problems in "the game."

   My second, broken up this way,
   In pingpong others sometimes play.
   To firsts (upon another hand)
   Our soldiers throng in eager band.
   And, not in quarts or pints or drams
   My second's good in anagrams.
   My whole, though strong and brave and bold,
   Denies my youth and thinks me old.



Charades One and Two were written by Harold Weaver, of Arlington, Vermont, who first exposed Trade Winds to this particular type of torture; the others were concocted by my partner, Bob Haas, who has manifested an unexpected genius for the game. The answers will be found in next to-the-last paragraph of this column. If anybody else would like to try his hand at composing charades, Trade Winds will coöperate—to a point! . . .

SPEAKING OF WORD GAMES, Peter Bowman asks: What word denotes more in the singular than it does in the plural? The answer: hair. . . . What word contains three successive double letters? Answer: bookkeeper. . . . A prize bull swallowed an unexploded bomb in a meadow one day. One-word description of the situation: abominable. Same scene after the bomb goes off: noble. . . . This sentence of twenty-nine letters uses every one in the alphabet: "Quick wafting zephyrs vex bold Jim." . . . Two of the country's great lexicographers, Bobby Clark and Harry Ruby, once squabbled over the origin of a five-syllable word. Clark ended the argument with an indignant "All right, who are you gonna believe, me or Webster's Unabridged Dictionary?" . . . Webster's publishers, meanwhile, list some circus argot, compiled by M. I. Pitkin, in their lively house organ, *The Circle and Monogram.* The big tent is called "the rag." To strike the tent for moving is to "slough." The men who load and unload are "razorbacks." Circus managers are "gaffers." Customers are "towners, gillies, yaps, rubes, or suckers." Gillies who throng the grounds to see what they can get gratis are "lot lice." The dressing tent is the "pad room"; circus programs are "bibles"; tattooed men are "picture galleries." A novice clown is a "First-of-May" and a second-season clown is a "Johnny-Come-Lately." After that the clowns are "Joeys" or "white faces," and for my dough, there's not enough attention paid to them by the Ringling Brothers. . . .

I WISH THAT ONE OF those agile "How to Do It" boys would get out a book telling people how to remember to turn on their radios in time to hear

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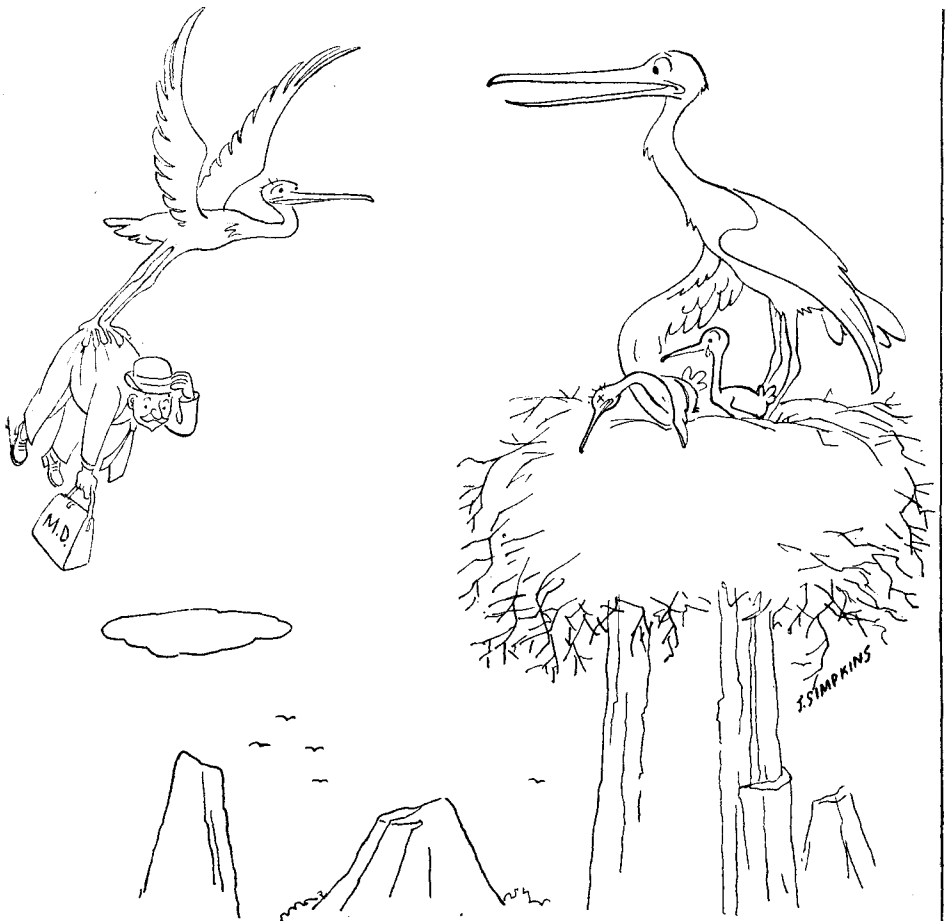

broadcasts by their particular friends —not to mention authors. "I'll be home all evening," you say cheerfully, over the phone, "and will be sure to catch your half-hour. I'll call you in the morning and tell you what I thought of it." You always remember your promise exactly three minutes after the program has gone off the air, but twist the dials futilely nevertheless, just in time to hear how Daniel Boone would have been a downright pansy if he hadn't smoked Lucky Strikes. . . . Answers to the above charades: 1. Hobo (ho-bo). 2. Migrate (my-great). 3. Hemlock (hem-lock). 4. Army (ah-me; arm-e). . . . Irving Hoffman describes an unusual bookshop in Hollywood, presided over by Alan Williams, an amiable, white-haired chap, tired of the hurly-burly of theatrical life, and now content to lead a leisurely life among the books he has always loved. He likes to sit in the kitchen, drink coffee with anybody who happens in, and discuss life and literature. Customers are likely to find the service haphazard. Once a woman sought a copy of "Green Mansions," and discovered that Williams was using it as a bread plate. He grew quite annoyed when she insisted on buying it. He himself has written several novels under the pen-name of Peter Marsh. These stand on a separate shelf under a small sign reading "Not Recommended." . . .

ROOTS—Harry Hansen remembers that when Claude Bowers's "Jefferson and Hamilton" was published in 1925, it bowled over at least one book reviewer, who wrote, "I have a breathless feeling as I wonder if, a century and a half later, the same contending forces are not mobilizing again. Hamilton we have today. Is a Jefferson on the horizon?" The reviewer's name was Franklin D. Roosevelt. . . . When Herbert Bayard Swope was editing the *Morning World,* he conceived the notion of hiring a famous British dramatist to serve a spell as dramatic critic. It sounded fine on paper, but didn't work out. Among other things, the dramatist was a howling wolf. The prettiest and most brilliant girl on the staff tore into Swope's office one day and declared angrily, "You'll have to do something about that decrepit Lothario out there. I can write good copy and I can fight for my honor, but I'm damned if I can do both at the same time!". . . James J. Leff recalls the story of the late Wilson Mizner's early fling in the art business. He was selling reproductions of old masters and was getting a hundred dollars for Da Vinci's "Last Supper." Competition forced him to cut the price to $65 and when he couldn't get customers at that figure he quit. His reason: "That dinner's worth five dollars a plate and I won't take a cent less!" BENNETT CERF.

"From where I sit"

BETWEEN June 1944, and May of this year twenty-two people, eleven men and eleven women decided they had a story in their systems. Several thousand other people decided the same thing, but only twenty-two short stories, culled from all the American fiction magazines finally wrote their way into a book called **O. Henry Memorial Award Prize Stories of 1945.** This volume is the twenty-seventh annual in the series which was initiated as a memorial to O. Henry.

But you would not want to take it for granted that these are **Prize Stories of 1945** without first knowing who said so. Their editor for the past five volumes has been Herschel Brickell, ably assisted by Muriel Fuller and three judges. The judges were: Struthers Burt, novelist, historian, short-story writer, and critic; John T. Frederick, editor of *The Midland,* and authority on American literature; and Margaret Widdemer, poet, novelist, short-story writer, and teacher at writers' conferences. They wrestled over the final choices with more divergence of opinion than usual this year, but divergence is democratic and the results are rewarding.

Like the sonnet, the short story is a gem. Its tailoring requires great precision and fine judgment. Its edges must be sharp, its readability smooth, its coloring unmistakable and clear. In other words, to win a prize, a short story must be a technical masterpiece.

But, as Struthers Burt says, "the most dangerous temptress in American life has always been the streamlined goddess of technique." We are apt to place too much emphasis on the camera eye as an icon of perfection. (Witness this undue emphasis in American painting. The public likes a painting to look like a photograph.) What makes a short story great is the addition of interpretation to this technical perfection. It must do something to the reader. After reading it, you must either feel different about something or more acutely aware of something. It must make you not quite the same person you were before.

I mention these various forms of art because they are all related. Let me add one more form—the string quartet. The string quartet differs from the symphony as the short story differs from the novel. Its scope is more limited. And for that reason it is more exacting. Like great quartets, great short stories are rare. In this volume are the rarer.

paul

DOUBLEDAY, DORAN

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Seeing Things

RINGSIDE SEATS

ONE world, said Mr. Willkie. He was right. We all know that now. But how many worlds does one world hold?

"It's to be at 9:30 tonight," announced the elderly gentleman. His radio was the best of the three portables in the summer hotel at which we were staying. "MacArthur is going to speak; so is the President."

He was the newsbringer, this elderly gentleman. Each morning he shuffled into breakfast, our one connection with that outside world which, in spite of changing seasons, had known no real summer during all the war years. The papers did not reach us until after luncheon. He was our Greek messenger, our Raymond Gram Swing, our Quincy Howe.

Every eye went up whenever he appeared, fresh from the morning news to which he listened while shaving. The little sail boats on the blue water of the harbor were for the moment forgotten. So were the day's plans to picnic on this beach or that, to go to a party, read a book, play tennis, or stroll into town to buy some pears. So almost was the lack of service in the dining room.

"What's the news?" those of us seated nearest to him would ask. He would tell us, in tones a little louder than our hearing needed, well aware that those at the farthest green tables in the long dining room were hanging on his words. A pitcher full of cream, when being poured, can claim an importance unknown to an empty one.

* * *

He was not the first unofficial announcer we had listened to during our vacation. Every summer hotel seems to have its own Kaltenborn; the lucky possessor of the best or only radio.

We had been in Maine when the first rumors of V-J Day began to crowd the sky like tickertape. The group there was younger. It was neither of that age nor of that kind which once compelled an acid widow to declare that, in her opinion, every American summer hotel was the best possible proof of the wisdom of suttee.

Anxious Army and Navy wives, with their numerous children, were at this inn in Maine. So were several men still in uniform. There was also a lieutenant-commander just out of the service, enjoying what is encouragingly known as "terminal" leave.

The fact of the surrender when it was at last confirmed, after five agonized days of waiting, could never live up to the excitements of the first rumor.

From Washington the husband of a friend of ours had long-distanced his wife at their summer home to say, "It's all over." She, knowing everyone's hope, had telephoned my wife to repeat the good news. We did not question it. Who could? It came from Washington. This made it official. This was confirmation enough. News from Washington was like praise from Sir Hubert. The war had taught us this.

My wife told me. I told the radio-owner at the next table.

"Washington?" said he.

"Washington," said I.

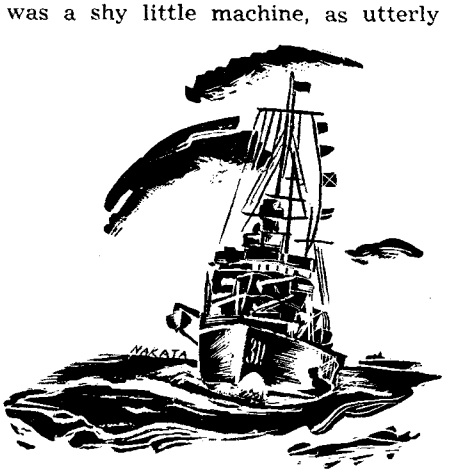
In an instant he was on his feet. He was tapping with his knife on the tumbler before him and apologizing to the dining room for having had only rumors of peace when he had relayed the morning broadcast.

"It's all over!" he shouted. "Confirmed in Washington!"

Pandemonium followed this announcement. It was as if the sun had risen at noon indoors. The tables buzzed with exclamations. There was scattered applause. Everyone beamed, even though there were tears in the eyes of both the men and women to whom the war had meant most. There was as yet no talk of nylons.

This was Friday morning. The official confirmation did not come until Tuesday. We had heard it with the rest of the world at 7 P.M. Eastern War Time. We had heard it at a cocktail party in a friend's cottage where, in the interval of waiting for 7 to crawl around, none of us had heard anything.

We had huddled near her radio. It was a shy little machine, as utterly inadequate to make such an announcement as we were then, and remain now, to comprehend it. It whispered its big news as if for once too moved to speak. After the word had come from Washington, a band played "The Star-Spangled Banner," ever so faintly, from a studio which sounded far enough away to be on another planet. We had stood up and raised our glasses.



"Turn it off," a woman had said quietly. "That's too much. I can't take it." Her brother had been killed in the Pacific.

After dinner an impromptu service had been held at the village church. It was a midget Norman structure; the kind of village church which overseas has withstood both time and man, and rung its bells countless times to herald peace. Undoubtedly it held the largest congregation it had ever housed. The grass between its doors was cluttered with bicycles; the road lined with parked cars. Many women had come so suddenly that their heads were covered with borrowed handkerchiefs. It was dark when the last hymn had been sung and the final prayer said. Our eyes distrusted what they saw when, on the way back to our cottage, they found the darkness routed by the headlights of so many automobiles.

During the services the local fire engine had roared past the church, its siren screeching. It was teeming with happy kids who, though they may not have known the war's full anguishes, were enjoying firsthand the heady benefits of peace. This fire engine, lights ablaze and small boys yelling, continued to race up and down the main street for several hours.

Naturally we had thought about London, Moscow, Washington, Paris, and New York. Forgetting that what happens inside us is all that matters at such a time, we had wondered what was happening in Times Square. Above all, in the Pacific. For once we consoled ourselves by believing, as Maine goes, so goes the nation. Still doubting, still remembering, we had at last gone to sleep in spite of the fire engine which kept on rushing past our cottage.

* * *

Now two weeks later, no longer in Maine but at an inn on an island off Massachusetts, we had heard the announcement of our second elderly gentleman to own a hotel's best radio.

"It's to be at 9:30 tonight," he had said. "MacArthur's going to speak; so is the President."

By suppertime we had all been informed of the plan. The elderly gentleman and his sister, being generous and charming people, were going to share their radio with all of us. They were going to carry it from his bedroom into the main room where cards

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Have YOU seen them in
LIFE WITH FATHER?
BIJOU THEATRE, 45 St. W. of B'y

and reputations were at the dealer's disposal. History would not be relayed to us. Each one of us would sit in person at its ringside. In honor of a great event our friend had foresworn the perquisites and pleasures of a re-announcer.

By 9:15, those not too tired from swimming and the beach's sun, had foregathered in the main room. The portable radio was already waiting for us. It was plugged into a socket which had just fed a bridge lamp, and looked very important, perched as it was on a green chair.

The nine of us who sat before it in a semicircle were also on green chairs. Some of these were rockers, others straight back; a fact more conducive to good manners than good listening. There was a good deal of discussion about who should sit where, and was Mrs. So-and-So really comfortable. By the time the deaf old lady with the ear-machine had been persuaded to take the seat to which she was obviously entitled right in front of the radio, and the sister of our friend, the radio-owner, who was so to speak serving history as its hostess, had arranged and rearranged us to her satisfaction, it was almost 9:25.

Thereupon the radio owner, at his sister's wise insistence, turned on the machine, hoping to find the best local station.

"I'm afraid there's a good deal of static," she said. There was. Her gift for understatement has seldom been exceeded. Wherever the dial turned it seemed to eavesdrop on a man, a woman, or an orchestra being massacred by bullfrogs.

By now it was 9:30. And we were to be admitted into that other world of death and desolation; that world not of the listeners but of the doers; of the men who inch by inch, island by island, flight by flight, ship by ship, and jungle push by jungle push, had made possible this news to which we, so comfortably and uncomprehendingly, were to listen.

Over some station, where the dial

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chanced to light, there came the apparently authentic roar of every wave to have tossed the Pacific. Yes, and mention of the *Ancon,* the ship which had been Admiral Kirk's flagship in Sicily and which, in the days of censorship, I had had to write about as the *Spelvin.* She was near the *Augusta* on D-Day in Normandy. I could not believe she and those days and nights were so far away, and we so far apart.

More rumbles. We were now on the *Missouri.* Once, last year when she was freshly commissioned, a cousin of mine, serving as one of her doctors, had taken my wife, my son, and me over her when, proud, long, and fearsome, she was in the Brooklyn Navy Yard.

"Smart of Truman to choose the *Missouri,*" said the lady with the ear-machine, shaking her head wisely. Perhaps it was. I was not thinking about that. I was wishing what everyone else, not in the Axis countries, was wishing. I was wishing I, too, could be on the *Missouri.*

More static, and the blurred words of an announcer, struggling to paint the scene, while our hostess kept telling her brother either to try another station, or to make it louder or softer.

Then General MacArthur, speaking across all those miles, after all those miles reconquered, his voice strong and clear, and almost every other word audible.

Thereafter, the drum roll of the signers, with MacArthur acting as history's m.c. Napoleon had never done this. Neither had Grant at Appomattox, nor Foch on that railroad car at Compiègne, nor Bedell Smith for Eisenhower at the little red schoolhouse at Rheims. But the atomic bomb had been dropped since Admiral Doenitz's surrender. The machines and science had taken another drastic step. In spite of the static, choking our small radio, this was no horse-and-buggy surrender. Designed to be as global as this one-world can be, it was taking advantage of the newest means of communication.

"The representative of the Imperial Government will now sign." Then a pause, filled with more brekeke-kesh, koash, koash than either Yale or Aristophanes ever thought of. Bunched around that radio, we tried to picture the face of the surrendering Japanese, and what, in terms of the future's altered course and bloodshed halted, those few drops of ink would mean.

"Wainwright is there," said one lady. "Think of that!" We were doing so already.

More static. Another stage direction, spoken once again by the conqueror, so that, if only we would, we could paint the scene 10,000 miles away from it.

"The representative . . ."

"Why don't you sit over there, Mrs. Smith?" asked the radio-owner's sister.

"What's that?"

"Why don't you sit over there?" Then to her brother, "Why don't you change with Mrs. Smith?"

"The representative . . ."

"I think I'll go to bed," murmured one woman, pushing back her chair to prove that it also was capable of static. "I can't hear a thing."

Another rumble. Another representative . . . The United States, China, the United Kingdom, Russia, Australia, Canada, France, the Netherlands, New Zealand. At last the document signed.

Next Washington, and the President. This time every plain, simple, grateful word could be heard, though this time every word spoken competed with the conjured image of what Mr. Roosevelt or Mr. Churchill might have said under the same circumstances.

Then, once again, we were on the *Missouri;* at least as much aboard her as the static would permit. First, General MacArthur, mentioning lips forever silenced. Then Admiral Nimitz. Every time we thought we were about to hear a sentence, our hostess would persuade her brother to try a new station. Or she would get up herself and turn the machine, first to the right, then to the left, on its green chair.

Finally her brother got mad. I did not blame him. He took one look at his sister as, bending over the little radio, she pushed it from side to side, while it kept sputtering history.

"What are you trying to do?" he asked. "Dance with the damn thing?"

At which everyone tittered. While she was apologizing for having interrupted MacArthur, someone asked plaintively, "What *is* he saying now?"

Perhaps it was just as well there was static. Perhaps there was static everywhere, even for those who could hear. Certainly few of the people who did hear could hope to understand that the war was over or what peace would mean.

"I'll bet we can get real girdles this winter," beamed one plumpish lady. The ceremony was over. Peace was here. JOHN MASON BROWN.

Last Ear

By Robert P. Tristram Coffin

ONE very old New England man,
Who never again will fill his clothes,
All angles, like a scarecrow moving,
Gleans the field ahead of the snows.

He is the last to think of harvest,
All the stout other men are in,
All the good ears, the sound potatoes
Are under the roof, are in the bin.

Yet still he pokes a pallid finger
Among ruined cornstalks dry with frost,
Fearing lest even one misshapen
Ear be overlooked and lost.

The men who have sons in their bodies
Have called it a day, unhitched, and gone;
This man with not a seed in him
Searches for seeds still, searches on.

And now he comes ahead of dark,
One foot in the grave, the other all ice,
With dignity and feeble knees,
Holding the lost ear like a vise.

He brings what robust ones passed by,
His nostrils widen with pride and scorn
At the young men gone in to their wives,
He brings the last ear of the corn.

This would not be the true New England
Without this old man on weak feet
Bringing the final ear of the year's
Corn he will not live to eat.

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A book, the first of its kind, which examines the personal, social ailments of Americans and the strange cures that are offered them by a rabble of untrained miracle workers. The high tension of the war years has produced many mushroom growths of charlatanry, and it is on this evidence that Mrs. Steiner has based her shocking and factual report.

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N. Y. Herald Tribune

Where Do People Take Their Troubles?

LEE R. STEINER

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Crusader in Agriculture

SEAMAN A. KNAPP, SCHOOLMASTER OF AMERICAN AGRICULTURE. By Joseph Cannon Bailey. New York: Columbia University Press. 1945. *xiii.* 307 *pp.* $3.25.

Reviewed by ROBERT A. EAST

ONE of the most persuasive ideas of the past was the doctrine that work is a form of prayer, and that manual labor is not only necessary but praiseworthy. A medieval colloquy put it thus:

> *Councillor:* I say to thee, that the service of God holds the primary place among these arts, as we read in the Gospel—"Seek ye first the Kingdom of God and His righteousness, and all these things shall be added unto you."
>
> *Master:* And which do you think among the secular crafts holds the first place?
>
> *Councillor:* Agriculture: because the ploughman feeds us all.

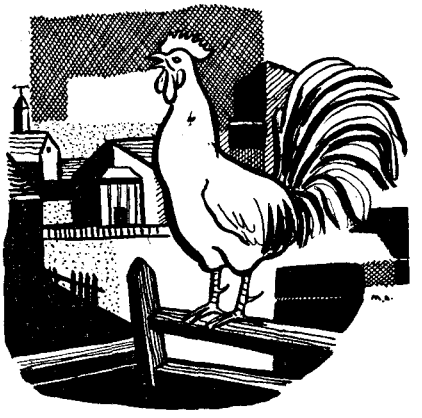
Something of this realistic reverence has been caught by the author of this fascinating life of the distinguished American agriculturist, Seaman Asahel Knapp. It may seem at first glance a far cry from a medieval theologian to a puritanical American educator (who was also a Methodist preacher on the side), but the distance is principally one of time; there is close proximity in the realm of thought. It is true that Seaman Knapp was trying to teach the American farmer how better to produce for sale in a capitalistic world geared to the market place; but it is equally true that he approached that task with an enthusiasm that bordered on the devotional for rural betterment.

This sober-faced, hard-headed, sideburned old Victorian gentleman became a crusader of the constructive variety: one whose shield and buckler were character and knowledge: but whose lance was demonstration appeal of the type paralleling developments in modern business methods. His biography rightly takes its place in that notable series of agricultural studies, dealing with the neglected story of husbandry in America, which Dean Harry J. Carman of Columbia College and Guy Rexford Tugwell have been editing in recent years. And few books on such a specialized topic have the broadly interpretative power of this new study by Joseph Cannon Bailey. More than a skilful biography, it dramatically relates the saga of American agriculture emerging from its early subsistence and frontier period into the complicated price culture of modern times.

Seaman A. Knapp never forgot the homespun truth taught by his rural New York boyhood, and put into educational terms by practical-minded President Nott of Union College: that learning is identical with doing. And because he retained this knowledge during his long life as teacher, preacher, college president, stock breeder, land reclaimer, banker, boll weevil fighter, and agricultural experimenter, Knapp became the man who was able to get over some agricultural improvement ideas to that most stubborn of all pupils—the dirt farmer. Where other scientists failed to convince, where "model" farm demonstrators failed to interest, there Seaman Knapp eventually succeeded. He got the farmer to accept the idea of learning by doing differently, thus helping him with the problems of his increasingly pestiferous environment and specialized economy.

Crippled in early manhood, Seaman Knapp gave up teaching in New York State and moved in 1866 to Iowa, there to fight his way back to physical health on a farm. He soon began to experiment with scientific stock breeding and became a leader in the field, branching out into farm journalism and then into teaching again—first as professor in farm experimentation and finally as president of the new Iowa State Agricultural College at Ames. Here he found the local program inadequate. Despite the generous Federal land grants to establish such colleges in the states, there was at first little understanding of, and less money for, anything like genuine agricultural education in the newly settled West. So he turned his attention to the possibilities of additional Federal aid. The passage by Congress of the Hatch Experiment Station Act in 1887 was a victory for the professional agriculturalists; and Seaman Knapp wrote the first draft of that act. It was a demonstration of his practical sagacity in dealing with organizations and politicians.

At this time, however, Knapp left Ames and entered upon the larger task



or organizing a great land reclamation and settlement project in Louisiana, where his introduction of machine techniques into the rice industry revolutionized productivity within a few years. This capitalistic enterprise—for it was a land speculation among other things—was so successful that Knapp might well have been content the rest of his days: it gave him endless local opportunities to improve agriculture in "practical" ways, by introducing improved seed and tillage ideas, crop variation, and good bookkeeping. Knapp, moreover, was getting along in years—he would be sixty-six in the year 1900.

Yet his greatest work lay before him; the fruit of a lifetime was yet to be garnered. This was the development of a demonstration technique which would incite farmers to better farming methods—a simple sounding problem, but one most difficult of solution. Knapp's ideas on this subject were brought into conjunction with the work of several bureaus of the Federal Department of Agriculture as the result of a combination of happy and unhappy circumstances in Texas around 1900. In 1903 the boll weevil plague hit Texas, threatening the entire area and creating a dramatic situation which Dr. Bailey unfolds with skill as he relates Knapp's leading role in the fight to save one-time King Cotton.

With the additional backing of the General Education Board and its liberal Rockefeller subsidies after 1906, Seaman Knapp extended his good farming methods throughout the South. He proved that a system of properly handled demonstration agents could simultaneously fight the boll weevil and improve the farmer's position generally. Something like an agricultural crusade developed, although Southern farms were still far from being revolutionized. Knapp was regarded by many as the father of a new missionary enterprise (missions being then at their peak). According to Walter Hines Page, himself a storm center on the subject of reform in the South, Knapp was like "a prophet from the Old Testament, one of those men who lived religion and practiced agriculture." Knapp plodded on, in his middle seventies now, speaking, writing, dealing quietly with his critics (among whom were some farmers), doing what he could to improve race relations, and organizing clubs of farmer boys and girls.

Knapp's work was not consummated in this last respect until three years after his death, when Congress in 1914 passed the Smith-Lever Act, extending his practice to the entire nation by establishing the county agent system of the Coöperative Extension Service of the United States. It became the greatest experiment in specialized education in recorded history.

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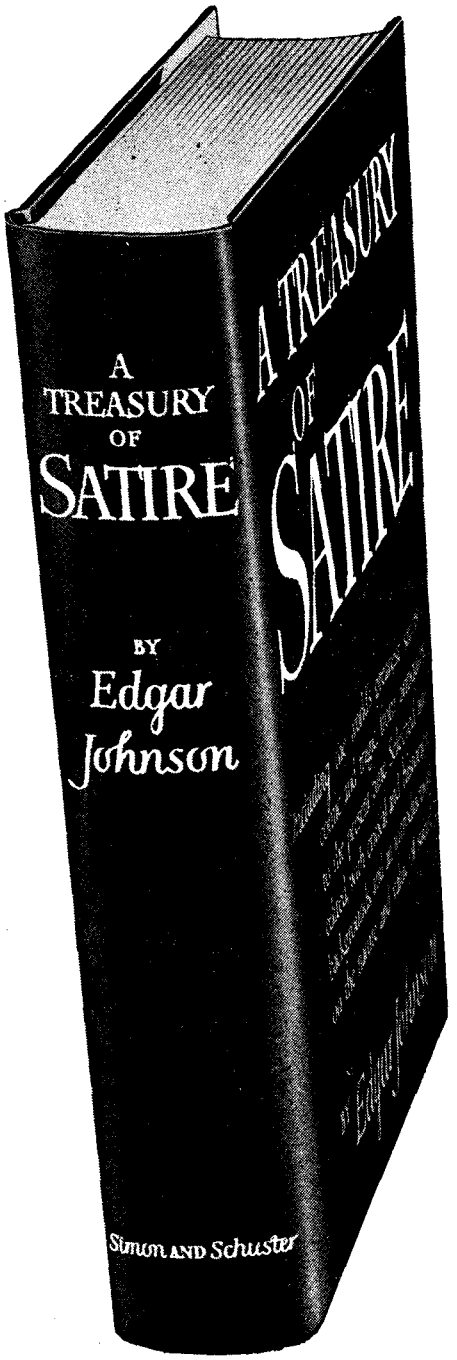

For each of the seventy writers there is an introduction by Edgar Johnson of whom *The Saturday Review* has said, "There are not many such critics in America today; there have never been many anywhere at any one time." With lively commentary the editor introduces John Donne's disillusion with romantic love, Alexander Pope's poisonous miniatures of the eighteenth century, Saki's sinister hilarity, Thomas Wolfe's grim view of "the American dream," and sixty-six other great satirists.

The Table of Contents alone of this book runs to 14 pages. Here are a few selections from it:

HORACE: He Thanks Heaven That He Has Gotten Past The Nonsense of Love. *"Smitten silly by your glances."*

OVID: He Offers the Would-Be Rake a Variety of Devices for Snaring the Girls. *"All women think they merit to be loved."*

SWIFT: The King of Brobdingnag Gets a View of European Civilization. *"The most pernicious race of little odious vermin."*

JOHN GAY: Peachum and His Wife Learn the Worst About Their Daughter. *"Tell me, Hussy, are you ruin'd or no?"*

MARK TWAIN: Huck's Conscience Worries Him About Helping Free a Slave. *"It's troublesome to do right, and it ain't no trouble to do wrong."*

ANATOLE FRANCE: Dr. Obnubile Visits New Atlantis. *"Oh! It is an unimportant war which will hardly cost eight million dollars."*

RING LARDNER: Affectionate Family Reunion on Long Island. *"Stu broke a precedent by having seven highballs."*

JAMES THURBER: Sex ex Machina. *"He is a fairly tame squirrel, happily mated and not sex-hungry if I am any judge."*

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Making Men More Human

THE HUMANITIES AT WORK. Regional Conference on the Humanities, Social Science Foundation, University of Denver. With the Cöoperation of the University of New Mexico Press. 1945. 158 *and viii pp.*

Reviewed by LIONEL TRILLING

THE Second Regional Conference on the Humanities met at Denver in December, 1944, and the present volume is the report of its proceedings. The members, for the most part, spoke the easy literate language of our best academic tradition, that of William James, and only occasionally did they frame their thoughts in gilded *frames of reference* and suchlike jargon. What they said does great credit to their sense of professional responsibility, their warm hearts, and their devotion to democratic ideals.

And yet I think they did not know what they were talking about. I do not mean that they were ignorant or befuddled, but only that they talked about one thing and thought they were talking about another. Two quotations illustrate this confusion:

Professor Irving Goodman: . . . Let me read a brief statement of aims of a high school chemistry course as formulated by the Armed Forces Institute after an analysis of thousands of statements from high school teachers:

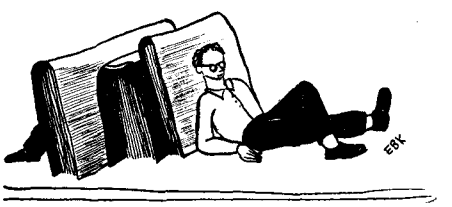
1. The development of effective habits of thinking
2. Cultivation of useful work habits and study skills
3. Inculcation of social attitudes
4. Acquisition of a wide range of significant interests
5. Development of increased appreciation of music, art, literature, and other esthetic experiences
6. Development of social sensitivity
7. Development of better social adjustment
8. Acquisition of important information
9. Improvement of physical health
10. Development of a consistent philosophy of life.

These broad objectives formulated for the high school course in chemistry closely resemble those of the Carnegie Institute on the college level.

Professor Edward J. Allen: . . . I have had to place myself in the position of society and ask myself, "What does society expect of the university?" Three things, I think: (1) to win the war; (2) successful reconstruction and reconversion; (3) permanent peace.

That is, Professor Goodman assigns to a high school course in chemistry all the functions of a whole ideal culture. Professor Allen, in the name of society, assigns to the university two duties of the national state and one duty of the as yet unrealized world state. The Conference as a whole was not quite so extravagant, but it made much the same assumptions. The Conference wanted to say that it was worried by a society that is dominated by acquisitive ideals, by possibilities of enormous scientific power, and by the tendency of government to be less immediate to its citizens. It passionately wanted to ameliorate these conditions. That is why we must respect it. But it made the error—professional groups in times of crisis often make it—of forgetting the natural limitations of the profession it represents; it put upon formal education a social responsibility disproportionate to the nature of formal education.

In this excessive estimate of education's power and responsibility there



is a danger to education itself. For when Chemistry 3 turns out not to have provided the love of Bach, the Alka-Seltzer glow of health, the consistent philosophy of life at the age of sixteen, and all the other things it has promised, ought not a practical and social-minded school board drop it from the curriculum as a failure? And if we decide that the universities are to provide permanent peace, should we not close them down when the outbreak of hostilities indicates that they have failed?

There is also a great danger to the true notion of democracy in the inflation of education's function. Literature recently made the same error of inflation when Van Wyck Brooks and his colleagues told us that writers were "priests," that their function was to "give life," and that democracy was threatened when writers did not do their duty as thus extravagantly laid down. But in a democracy no profession or group may be made, or may make itself, the scapegoat for the rest of democratic society. And throughout the Conference one could discern a virtuous but very passive hero—"the people;" and there was also a potential traitor—the university. The dichotomy is false and so is the characterization. If our universities are now in a bad way, it is in part because the people have allowed and even wanted them to be that way. This may not be a comfortable view of the matter, but it is, I believe, the democratic view.

The Conference decided that the Humanities have idled long enough and must now be put to work. And it is for society that the Humanities must work—the Conference explicitly dismissed Mark Van Doren's book on education because it speaks of the Humanities chiefly in relation to the individual. (The Conference was a little confusing in this matter of the individual, for although the "individual" is said to be one of the "values" of democracy, he is generally spoken of in contradistinction to "society.") A group of deans representing medicine, law, engineering, agriculture, and business, opened the sessions by agreeing that mere professional studies are not sufficient for the workers in their fields. Professional studies must be supplemented by social studies. That is easily understood. But professional studies also must be supplemented by the Humanities. The reason for this is not so apparent. The deans, and they are right, think the Humanities help make better men and citizens. They do not know how or why. They are even very modest about just what should be taught in the humanistic way. They wait for the professors to tell them.

But the professors, I fear, tell them little. They make many negative statements—no traditionalism, no overdepartmentalization. Well and good. On the positive side—integration. But, to "liberate society," what shall we teach? Composition. Yes, but—. Not too much English literature, says one professor, one would think we were still an English colony. Colorado students should read the poetry of Thomas Hornsby Ferrill and a novel, "Sykes' Second Hoeing." "John Brown's Body" goes well anywhere. Professor Ashton tells of a letter from a student in the service who writes that he wishes he had read Plato, to which Professor Burgum replies that Plato is an "escape from the reality of the situation" the soldier is in, not so efficacious as "a couple of shots of whiskey."

But what shall be taught and why? The Conference proceeds to "synthesis" and congratulates itself upon its synthetic success. The Humanities have been put to work, although nobody quite knows what they are. They would seem to have something to do with Integration. But really they are only a lot of great books, music, and pictures, extremely interesting for teachers to talk about, extremely interesting to students when they are required to turn their minds to them. They will not save society or reform it. Their only effect is the one they have traditionally observed to have—they give a kind of pleasure which, as their name implies, makes men more human. And that, as the Conference would admit, is the one aim of society itself.

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Music as Vital Education

F. CHARLES ADLER

PROPERLY, this brief discussion of music education in this country must begin by a definition of my own relationship to the field. I am not a teacher. I am a conductor and publisher. My concern is, therefore, with the human product of our system of education—whether he be the performer with whom I must coöperate, or the audience which comes to listen to me. Naturally, I want a performer to be as highly skilled and as versatile, and an audience as large and appreciative, as possible.

Obviously, the education of the professional and the training of the listening audience are two very different problems and I do not have space here to deal with both. I have chosen, therefore, to concern myself mainly with the education of the layman.

In considering the field of music education for the non-professional, it would seem logically to divide itself again into education for youth and education for the adult. Actually this division is more apparent than real. As in all fields of education, the basic principles of one are the basic principles of the other. The difference lies in the fact that adults are self-conscious about entering a new province of learning and more set in their opinions. If you are lucky enough, however, to catch a group of adults whose minds have not been prejudiced by reading too much of the opinions of others as to what is easy, difficult, good, or bad, your problem is identical for child and adult. And, while with the adult the stimulator may have to overcome more initial inertia, yet once interest is aroused, the adult student can proceed much better under his own steam.

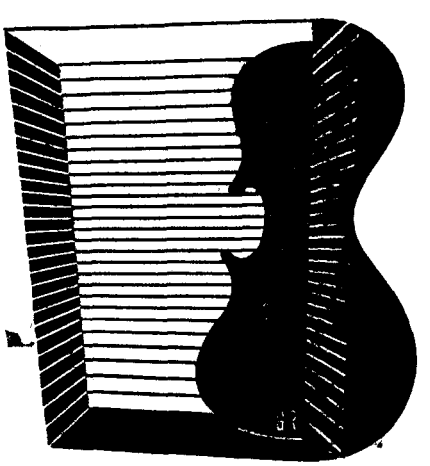
The beginner doesn't have any inhibitions. The child is a born modern. Years back, I had occasion to do a series of concerts for children in a European city. Stravinsky was a *succcès fou* and Beethoven a flop. I found the same reaction when I did school concerts for a year and a half in two different American cities. Life, as Doctor Carman says, is in constant process of change and the child instinctively recognizes that fact.

To my mind, the worst sin that is committed in the name of music education—I intensely dislike the term "appreciation"—is talking down to the student, child or adult. The idiot who perpetrated the perversion, "**This** is the **symphony** that Schubert **wrote** and never **finished**," as a means of teaching a child, should be hung and quartered. It is in the same class as teaching history by having the pupils memorize a list of the kings of England in rhyme. Both methods are equally sterile. But whereas the latter is dealing with factual information, the former is working in an area where factual information is less important than feeling. I defy anyone ever to *feel* about the Schubert B minor symphony again after learning to recognize it by that silly verse.

Of course it isn't necessary to talk down to the child. His attention and enthusiasm are easily won by many better means. Nor do I mean that he should be laden down with keys and opus numbers. Highly technical terms are the province of the professional or the trained adult. But I do mean that there is no necessity to compromise with the quality of what the child listens to.

IDEALLY of course that kind of enthusiasm for any art should begin in the home. If parents listen to the symphony hour on their radio or play records as a matter of course, if they talk about music as some families talk about books or current events, there is no problem of getting the child's interest. Alas, this is all too infrequent in homes today, although I have seen one very interesting experiment worked out in the area of parent-teacher associations.

In this instance it was a group of mothers who, under expert guidance, learned about a specific field of music through the studies their children were pursuing. A specific piece of music had been selected, the Triumphal March from "Aida." The children had done research, some about the history of the period, some about the composer, some about the kind of clothes the Egyptians wore, others about the instruments employed. They sat around informally with their parents, each group reporting its findings and all of them listening to the music.



For an admirable technique in classroom work, I should like to cite the example of a music supervisor with whom I had the pleasure of working in West Hartford. She had the use of the orchestra of which I was conductor. Her students ranged from elementary grades through junior high. Naturally her point of departure varied somewhat with the age group, but in general her technique was the same. She would choose as a point of departure some person or event with which the students were already familiar, often a well-known figure from American history. She would then tell the students that George Washington, for example, lived about the same time as a man of whom they might never have heard, Mozart. She would tell of Mozart's life and of the country in which he lived. She would bring pictures into class. Next, records of a work of Mozart would be played—work which was later to be played by the live orchestra. She would play the records many times, not talking too much about them, but simply asking the children to listen. Later she would tell them to listen more carefully as this was a work which the orchestra would play for them. At the concert, we would begin by demonstrating the instruments so that the children could see, for example, just what a violin looks like and how it sounds alone. Often we would play a work with the live orchestra more than once. As a final stage the children were told that they might, if they liked, write to me about how they had felt on hearing the music. The sensitive quality of those comments was a proof that we were on the right track. We even received unsolicited compositions!

By this method another of the current curses of the American scene was avoided. The audience was listening all the time to *music*. They were not hearing Heifetz or Horowitz or Jones. For myself, naturally I think that the differences between interpretations of a given masterpiece are very great and very interesting. But I do not think they have any value for the adult or child who is in the early stages of making the acquaintance of music. My advice to anyone who begins to want to hear is *to listen*. Listen to all kinds of repertoire. Never ask yourself or anyone else whether or not it was a good performance. At least not for the first four or five years. This does not mean again that I do not believe in "hearing the best," if it is accessible. But I do say that I'd rather have a person listen to a mediocre performance than to no performance at all and

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Farrar & Rinehart

"I cannot see that lectures can do so much good as reading the books from which the lectures are taken."

--Boswell's Life of Dr. Johnson

YEARS before Dr. Conant in the *Report of the Harvard Committee* stressed the fact that a liberal arts college should be considered a "great instrument of American democracy which can both shape the future and secure the foundations of our free society," the College Department of Farrar & Rinehart set out to publish texts and reference books which would provide foundations for life in a democratic society. Under the guidance of James Van Toor, and latterly of Ranald P. Hobbs as well, it has selected significant material in the fields of social sciences, history, English, psychology, and education.

One of the first projects implementing this thesis was THE AMERICAN GOVERNMENT IN ACTION series. Each volume analyzes one important contemporary phase of government activity such as PUBLIC POLICY AND THE GENERAL WELFARE by Charles A. Beard, PARTY GOVERNMENT by E. E. Schattschneider, PRESIDENTIAL LEADERSHIP by Pendelton Herring. Other volumes in this series are still to be published.

LAST WEEK the publication of THE FARMER'S LAST FRONTIER by Fred A. Shannon, Pulitzer Prize winner in history, launched a new series, THE ECONOMIC HISTORY OF THE UNITED STATES, under the editorship of Henry David, Harold U. Faulkner, Louis M. Hacker, Curtis P. Nettles, and Fred A. Shannon. The editors plan to utilize and interpret the rich accumulation of monographs, papers, letters, documents, etc., in preparation for a full-scale, balanced, and readable survey of the growth and transformation of our economy from one of primitive character to world pre-eminence in industry, trade, and finance.

No ivory tower habitués, F & R College Department scooped the international scene when, shortly after the outbreak of the war, they published "an outstanding contribution,"* CONTEMPORARY INTERNATIONAL POLITICS by Walter R. Sharp, *C.C.N.Y.*, and Grayson Kirk, *Columbia University.* They have also published a perennial best-seller in the field of English, MODERN ENGLISH READINGS by Roger Loomis and Donald Clark.

PSYCHOLOGY has been one of the chief interests of the editors and the College Department has launched some outstanding texts in this field. The list includes SOCIAL PSYCHOLOGY OF MODERN LIFE by Steuart H. Britt, *George Washington University,* EXPERIMENTAL FOUNDATIONS OF GENERAL PSYCHOLOGY by Willard L. Valentine, *Northwestern University.*

Most of the excitement in the department is centered around the new books scheduled for 1946. I. B. Cohen, *Harvard,* is at work on a manuscript, SCIENCE, THE SERVANT OF MAN, in which the new uses of atomic force will be fully discussed. Ray Billington, *Northwestern University,* Bert James Loewenberg, *Sarah Lawrence College,* and Samuel H. Brockunier, *Wesleyan University,* are writing an interpretive HISTORY OF THE UNITED STATES stressing the human "what and why" rather than the drier "when." I. Keith Tyler, *Ohio State University,* is editing the first series in the field of the non-technical phases of Radio which will include TEACHING THROUGH RADIO (just published), and others on radio speech, music, production, direction, acting, and so forth.

THOUGH an academic air must of necessity breeze through a College Department, it is interesting to discover how many of their academic books have a wide appeal to the general public. The proof of the pudding is the astounding success the College Department's discoveries, such as Embree's THE JAPANESE NATION and Ebenstein's THE GERMAN RECORD, have. All they do is put on shiny, colored jackets!

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I do not believe that the average layman can make the distinctions which the professional thinks so important. I'm not sure that the professional listener or critic always can either—but that's another battle!

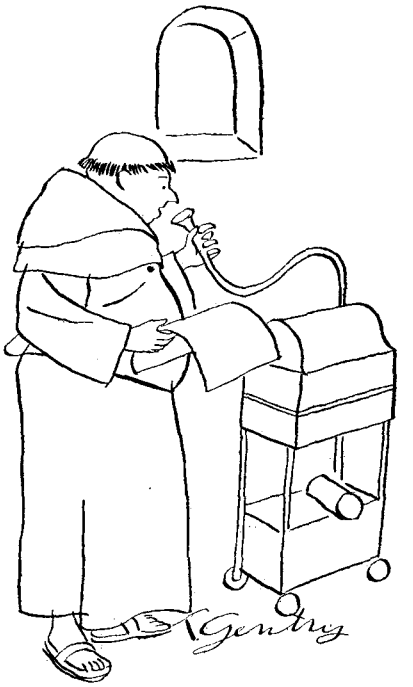
Years ago my prescription—listen—might have been difficult. Today if one has a radio, one doesn't even need to own records. However if it is possible to own some, records are a great help since one can repeat all or part of a work at will. Some happy people react to music at once; for others it is a question of patient, repeated hearings. Some people approach experience with their minds and some with their emotions. The ideal, of course, is a synthesis of the two. When a layman feels music and knows without too much effort why he feels that way, then he is indeed on the threshold of paradise.

In my conductor's heaven there is one more prayer I want granted. I want audiences with open ears. Children have them. It is pure artificiality, the result of the limitations of the teachers, that reduces the child to a concert goer clamoring for Beethoven, Brahms, and Tschaikovsky to the exclusion of nearly all else. Certainly recordings of less frequently played music are available and performers would be only too happy to oblige. They limit their programs today because they have found out through cruel experience that the box office falls off at the slightest deviation from the norm.

IT is a lamentable but perfectly provable fact that adult audiences are woefully lacking in intellectual curiosity and/or flexible minds. Nor do I mean this to apply to their lack of enthusiasm for "modern" or "American" music. Why isn't more Berlioz, more Mahler, more Offenbach—to name but a few—played? Because when they are announced audiences stay away. Even subscription audiences.

My final point is that I believe this whole problem of the musical literacy of the layman is of first importance to the professional musician. We bewail the lack of orchestras for us to play in or conduct, the sparseness of opera houses, of chamber music, and lieder recitals throughout the country. We bemoan the fact that there is no place for the young professional to gain experience. These things are true. But on the other hand, one can't give opera or concert in a vacuum for emotional as well as for the more often emphasized financial reasons. The process must be a dual one—giving *and* receiving.

There are two ways of making music possible. The first, and older way, is that some wealthy and enthusiastic person finances an opera house or a



symphony orchestra and hopes that the audience will attend and help to support the venture. This to my way of thinking is the dying system. The other way is that an audience be cultivated who will demand performances of the great works of music and the lesser works as well.

This takes us right back to education. Today great fortunes, some of which made music possible, are shrinking. The tools of education, the radio and the gramophone, are on the other hand becoming increasingly available. The onus is shifting from the individual to the community, in music as in other fields. The W.P.A. orchestras did enormous service in helping to bridge this gap of change. They supplied inexpensive or free music to communities where music had never before been available and to people who had never dreamed of entering a Carnegie Hall. Moreover this music accomplished two things. First, it created some new patrons of more expensive music. Second, it created a place for itself in numerous cases, so that the citizens carried on the orchestras after the W.P.A. withdrew.

Our path is therefore clear. We must get on with our job of convincing the adult that loving music is not an occult gift reserved for those blessed with "an ear." We must make him feel that it is one of the essential keys to an understanding of modern life; and that this understanding is simple, if not easy, to cultivate, the result of intelligent, thoughtful, open-minded listening. And we should let him know clearly that, should he really want to learn, he doesn't necessarily have "to take a course."

We must get on with the adults, but we must work even harder with the children. It is in some ways an easier task since there is less resistance to overcome and we have them in our clutches at least five hours a day, five days a week. We cannot overlook the fact that these children are our audience not only of today but of tomorrow.

For our task we need teachers—good teachers, intent on creating an appreciative listener or an adequate amateur and not primarily on uncovering a Menuhin. And in our period of transition, before the layman is prepared to assume full responsibility, we need more orchestras and chamber music ensembles—amateur if you will.

Eventually of course, when our children are educated and grown, I trust that they as audience will come to feel an intelligent responsibility for their own souls. Such an audience would no longer be content to sit in a pleasant coma of after-dinner unthinking comfort and let the Mozarts, the Bachs, and the Beethovens roll over it to the exclusion of all the unfamiliar, old or new. For in spite of all I have said about the easily available mechanical tools for study, the radio and the gramophone, let there be no mistake. There is no substitute for the esthetic experience which comes to the cultivated listener from first-hand participation in an actual concert. Audiences *must come* to concerts in order that both they and music may survive.

To end up I quote from an address made by Dean Carman at Wayne University, "the actual problems of life are solved only in the way of art—that is provisionally, for life is in constant process of change."

Fraser Young's Literary Crypt: No. 117

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer to No. 117 *will be found in the next issue.*

STOTPC HNS PVKHYAOV N ITTQ JT QAIV, EAJZTGJ RGHZ UNJAVSJ KVQI-ASKUVHJATS.

—IYNSM R. HTQOC.

—VKKNCK.

Answer to Literary Crypt No. 116

IT IS A GREAT ADVANTAGE FOR A SYSTEM OF PHILOSOPHY TO BE SUBSTANTIALLY TRUE.

—GEORGE SANTAYANA.

—THE UNKNOWABLE.

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Interculturalism in Education

BUILD TOGETHER AMERICANS—Adventures in Intercultural Education for the Secondary School. By Rachel Davis-Dubois. New York: Hinds, Hayden & Eldridge, Inc. 1945. 270 *pp.* $2.

Reviewed by WILLIAM H. KILPATRICK

ONE of the most heartening manifestations of a more alert democracy in our midst is the growth of what has come to be called intercultural education, a term introduced by the author of the book here under review to mean an education in human relations. An older notion, suggested by the phrase "the melting-pot," overemphasized the assimilation of all constituent cultural groups to one homogeneous outlook, namely, that of "the dominant white Protestant old-American group." The outlook on which this book is written is different. It stresses "a creative use of differences" (M. P. Follett): "When the culture values of all groups are in process of being appreciated and shared or modified and enriched, that process is creative and may be called *cultural democracy.*" It was to denote an education in and for such "cultural democracy" that the term intercultural education was devised.

It must be gratifying to Dr. DuBois to note the growth of this movement among our people and in our schools since she began her work along this line some twenty years ago. Of course, she would be the last to claim that she began the movement; her Quaker background is too much in evidence for that. But the present school movement in very considerable degree traces back to her early and continued efforts.

This book is in a true sense a summary alike of her faith and her program. Dr. Lindeman in his Foreword gives the following three articles of faith back of her program: (1) that "individuals, no matter what their origin, should have pride in their background and inheritance"; (2) that "this sense of pride can be awakened by simple devices and that when properly released these expressed cultural differences lead quickly and almost automatically to appreciation and understanding"; and (3) "that all this can be readily taught to children in school and to adults wherever they congregate in small groups." The principal means used by Dr. DuBois for the attainment of these ends is the school assembly program, arranged preferably by teachers and students, this to be followed up by discussion periods and, desirably, appropriate class work to clear up matters of scientific fact.

Of course much more is needed before the whole school program is properly permeated by the spirit of cultural democracy and the lives of the children and of our citizens are brought to a proper appreciation in thought and act of all personalities as such. That is a long-term program for all schools and all welfare agencies working together. This book undertakes one phase of this greater program. Among the many problems discussed additional to those already suggested are prejudice in relation to maladjustment, the use of social psychology, the respective roles of teachers, school, and community. An appendix gives bibliographical and other helps.

America must in order to win the peace, yes to be true to itself, take serious account of its anti-group prejudices and discriminations; and a greatly enlarged program of intercultural education is one of the two or three most important measures to be used to this necessary end.

The Guerrillas

By Edwin Rolfe

SUFFERING through the winter months, with food
and warmth of fire denied them, they remained
lost in their labyrinth forests, chained to blood
of comrades, dead and dying there. It rained
afterward, when the spring came. They survived
by shooting flying creatures and by songs
they improvised at evening. But they moved
like senile men with bodies scarred by thongs. . . .

Slowly, with only flecks of sky to show
the stars to them at night, the sun by day,
they won the right to penetrate, to know
wreckage of hope may be redeemed, the way
to openness, and sea-winds, and the earth
that sun can reach and rouse to luminous birth.

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Minister's Son

MY QUEST FOR FREEDOM. By John M. Mecklin. New York: Charles Scribner's Sons. 1945. 293 *pp.* $2.75.

Reviewed by GEORGE N. SHUSTER

DR. MECKLIN was a Southern minister's son. He was also a rebel. The net result was a professor rather than a divine, and a brilliant writer on the ethics of democratic living. Possibly, however, his memory will have for its principal laurel wreath the championship of freedom. Various campuses on which he lived smelled to high heaven of restraints and worse. Mecklin was, as a matter of fact, involved in one of the earliest academic *causes celèbres;* and his account of what happened and how it happened is a memorable contribution to the literature of academic freedom. Eventually he was safely transported to Dartmouth College, and in the liberal atmosphere of that institution he flourished like the green pepper bush.

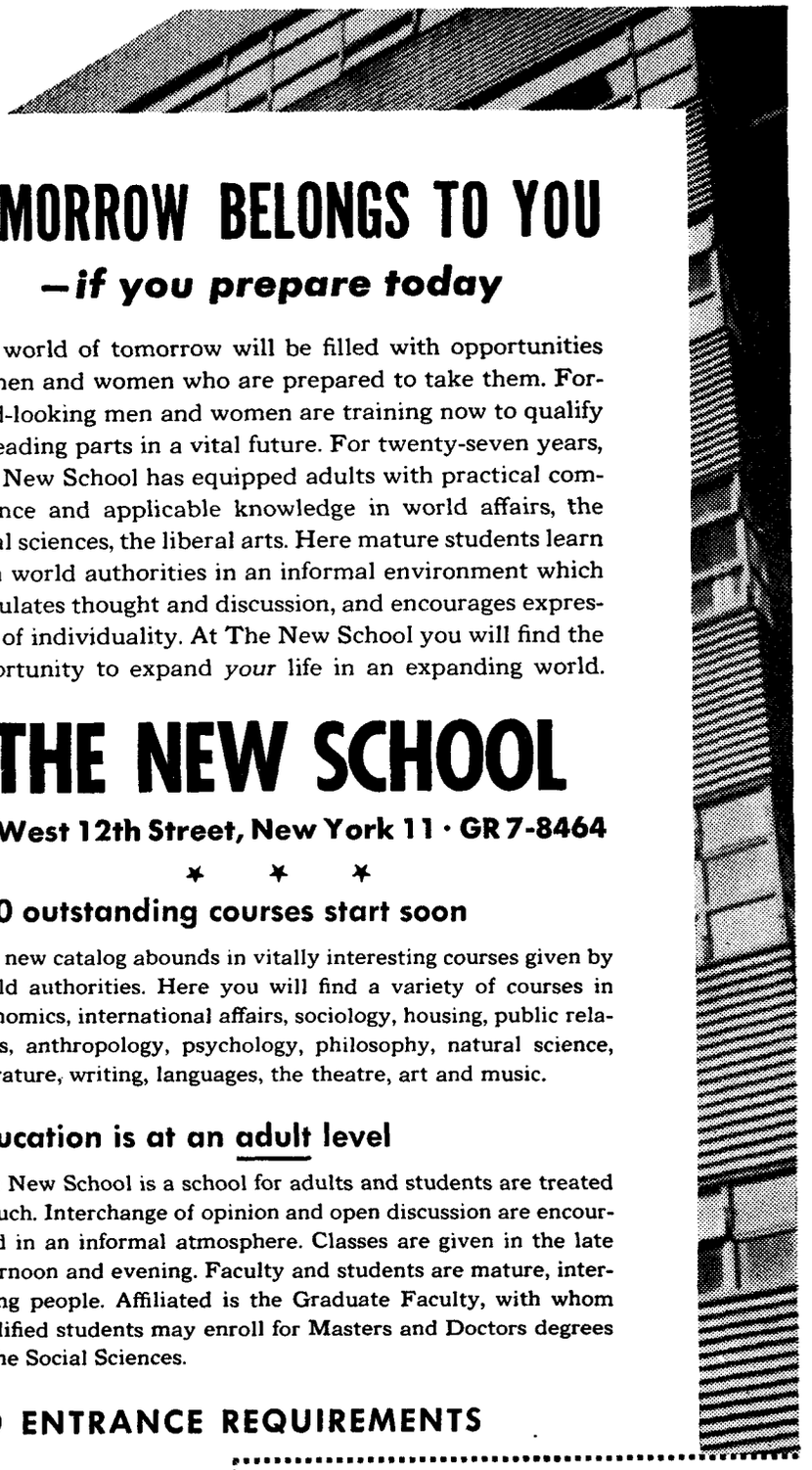
But this new-found freedom raised questions in Mecklin's mind, and it is because it is so frankly and intelligently concerned with these that his book is really alive. Indeed, I find myself wishing that he had disposed of his autobiography and his religious opinions in a paragraph and had devoted all his time to the subject-matter of his final chapters. The problem is that of the relationship between the objectives of a good liberal arts college and the willingness of the several instructors to belong to, to be a part of, the college. At Dartmouth the goal was held to be "humanism," by which was meant attainment to self-respect, regard for achievement, courtesy, and readiness to serve "values." It is obvious that such an end is attainable only by an academic society, within which teachers and students work together. And yet if the all-important first principle is that the instructor must be wholly free, that he cannot be bound to follow central leadership, will not academic society disintegrate

SOLUTION OF LAST WEEK'S DOUBLE-CROSTIC (No. 598)

SWIFT:

ON CORRUPTIONS OF STYLE

The War has introduced abundance of polysyllables, which will never be able to live many more campaigns—*speculations, operations, . . . battalions.* If they attack us too frequently in our coffeehouses, we shall certainly put them to flight.



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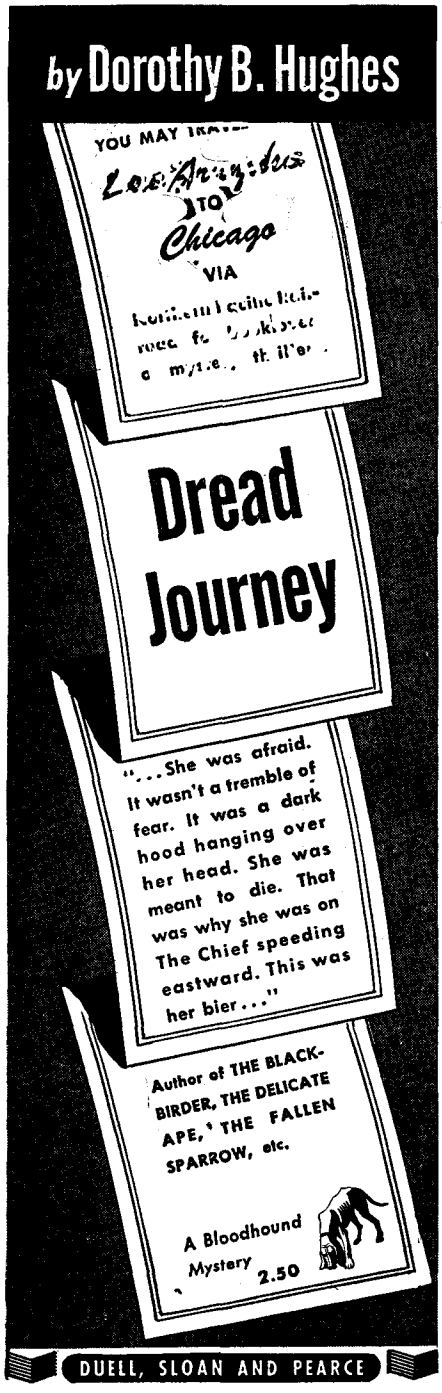
by Dorothy B. Hughes
YOU MAY TRAVEL
Los Angeles
TO
Chicago
VIA
Dread Journey
"...She was afraid. It wasn't a tremble of fear. It was a dark hood hanging over her head. She was meant to die. That was why she was on The Chief speeding eastward. This was her bier..."
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VICTORY BONDS CAN SPEED THE PEACE

into a sequence of individualisms? The results of that disintegration will be carried into society by students aware, perhaps, of their own minds but little concerned with those of others.

Dr. Mecklin does not profess to have found a solution of the problem he raises. He says that "the challenging teacher must believe that life is worth while." Yet if the pessimist asks him upon what that assumption of value is based, the reply can only be that the interrogator is a nice person but much too inquisitive. That may seem a little unsatisfactory, but that, quite realistically, is about where we are. Mecklin says practically nothing about recent quests for a unifying philosophy. One wishes he had, because upon the outcome of this discussion the future of the liberal college will partly depend. In this book the story is carried to the point at which virtually the last vestiges of the old Christian humanism had disappeared from the campus. Does the widespread concern with social values indicate that the next generation will evolve a generally respected ethic of corporate action? Or will the yearning for unity deify the State here, too? Or, finally, can the Christian humanists return to leadership? For the moment, no one can answer these questions. The only point on which everybody is agreed is that right in the center of our educational endeavor there is a huge hole, which nobody quite wants to look at but which everybody knows is there. Freedom for what? Not for Nazism, we solemnly declare. But we have an uneasy feeling that Nazism derives from emptiness. Mecklin correctly says: "When we have reduced human life to its last dynamic element we find that it consists in a basic demand, never entirely met but insatiate in its categorical insistence, that the ideal be attained." Yes, men have died in response to that demand. Now it is up to somebody to find out for what they shall live.

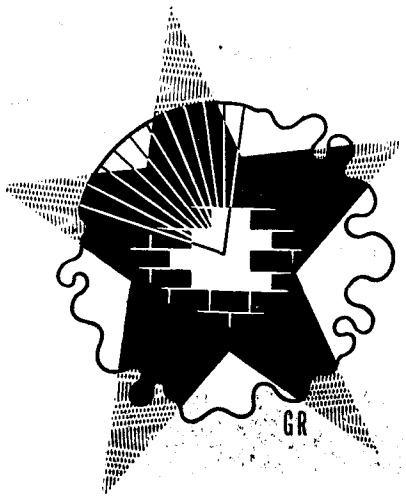
Memorial to An Accessible Man

THROUGH A DEAN'S OPEN DOOR. By Herbert E. Hawkes and Anna L. Rose Hawkes. New York: McGraw Hill Book Co. 1945. 242 *pp.* $2.50.

Reviewed by JAMES GUTMANN

THE essence of this book was distilled from a lifetime devoted to college students. For more than a quarter-century, Dean Hawkes watched an endless stream of young men come through the open door of his office. But eevn before that he had been not only an eminent teacher of mathematics but an outstanding teacher of students, and just as he never forgot "that the center of gravity of collegiate education" is the student, he never ceased to be a teacher —in the Dean's office as in his geometry classes.

This book, all but complete at the time of Herbert Hawkes's death, was written in closest collaboration with his wife, herself formerly Dean of Women at George Washington University and now about to become Dean at Mills College in California. It was planned in the conviction that "if we are successful in . . . building up able men and women who are competent in mind, vigorous in body, tolerant in attitude, courageous in spirit, and cooperative in temperament, we shall have reason to speak our Nunc Dimittis with composure." These words, quoted from a speech by Dean Hawkes to the Southern Association of Colleges, are used as the concluding paragraph of the last chapter, so that his words as well as his thoughts are in the only section of the book which was not completed at the time of his death. The book thus becomes a memorial—one of a number of memorials such as a full and widely influential career bespeaks. The frontispiece photograph contributes to this aspect of the volume, as do the prefatory notes by Dr. Irwin Edman and George F. Zook.



But this is no stiff and stuffy memorial; it is alive and kicking. It kicks vigorously against many contemporary prejudices and foibles, and it is lively with well-remembered anecdotes and incidents recounted unpretentiously and without sentimentality, but with insight and feeling: the boy whose plan to become a physician was based on the desire to please his aunt; the student whose academic life was saved by opportunities to play the dean's piano; the trio whose experi-

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ences in the prohibition era may give a helpful hint in post-war days; the deaf students whose reliance on lip-reading had to be ascertained by the methods of Sherlock Holmes. The book is full of "case histories" never told in the dull jargon of the educational textbook, but with the wit and wisdom which drew students and colleagues alike to this man's "receptive, flexible, and hospitable spirit," as Irwin Edman expresses it. Not only the plan of the book but Dean Hawkes's essential modesty might conceal from the uninformed reader how many germinal ideas the dean sent out through his open door. These ideas included many on general education now being widely publicized by Planning Committees of liberal arts colleges. As Jacques Barzun wrote in his "Teacher in America," "Whether it be the Honors programs, the many introductions to the history of civilization and to the humanities, the abandonment of loose electives, or the interdepartmental devices for staffing small classes and reading groups, they all owe something to the ideas of the late Dean H. E. Hawkes and his associates in Columbia College."

This week's guest editor of *The Saturday Review*, one of these associates for more than two decades, and Dean Hawkes's successor at Columbia, has many times expressed his obligation to his predecessor, and the present "reviewer" welcomes this opportunity to do likewise. It was Dean Hawkes's modesty which always emphasized the contribution of others to the innovations and achievements listed by Dr. Barzun. It was his genius as an administrator which gave his associates the opportunity to coöperate without any attempt at lock-step coördination. This is evident in such diverse studies as Barzun's "Teacher in America" and Mark Van Doren's "Liberal Education," both the works of men whose teaching careers developed at Columbia during Hawkes's deanship.

He would himself have refused to label "Through a Dean's Open Door" by any subtitle as ambitious as "A Philosophy of Education." Yet that would not be a misnomer; Hawkes never claimed final wisdom with respect to college teaching and students, but he was devoted in his pursuit of such wisdom. This book is offered as "A Guide for Students, Parents, and Counselors." It will be an admirable gift for students about to enter college, or for those returning from military service and eager for the education which contrasts with indoctrination. A parent will find in it clear statements of what he has "the right to expect a college to do for his son or his daughter." And counselors will discover that a man can be a man even in a Dean's office.

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Intime for Jac

By Bette Richart

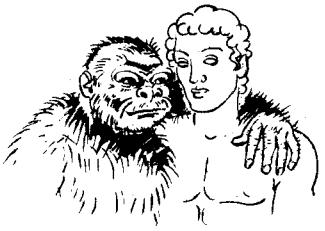
I GIVE him the secret roses of my breast
To be his joy—
Which he will cherish through the silences
And not betray.

If snow should blind him and thwart him through the night
I open the door
To a room where he can be drowned in his delight
If he dare, if he dare.

I give him the prelude to all the music now
As my hunger willed;
The first clear chord of our complexity
From where we build.

I give him the lucid well of my kiss, of myself
As a charm for pain.
Lest we be lost in the sky of revelation
I give him this terrain.

WHERE DO WE GO FROM HERE?



OF ALL ANIMALS, we men are the only ones who wonder where we came from and where we will go. Man himself is the newest animal and he is certainly a remarkable one despite the fact that, according to the author, he is merely a made-over ape.

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Who's Who Among the Contributors

HARRY J. CARMAN—Guest editor of this issue. Moore Collegiate Professor of History and Dean of Columbia College, Columbia University. President of New York Adult Education Council and Member of the Board of Higher Education, New York City. Author of "Social and Economic History of the United States" and other volumes and editor of the Columbia University "Studies in the History of American Agriculture."

F. CHARLES ADLER—Conductor of the New York Chamber Orchestra and of the Saratoga Spa Music Festival. President "Edition Adler," New York.

CARL BINGER, M.D.—Prominent New York psychiatrist. Author of "The Doctor's Job," published recently by W. W. Norton which awarded to it its first annual science prize.

JOSEPH P. BLICKENSDERFER—Former Dean of University College at the University of Oklahoma. Editor of the *United States Quarterly Book List* published by the Library of Congress.

STEPHEN DUGGAN—Professor of Political Science, College of the City of New York, and Director of the Institute of International Education. Author of "The Two Americas, An Interpretation," and numerous other volumes.

ROBERT A. EAST—Member of the Department of History, Brooklyn College. Author of "Business Enterprise in the American Revolutionary Era," and numerous articles.

HAROLD FIELDS—Frequent contributor to *SRL*. Member of the Board of Examiners of the New York City Board of Education. Author of "The Refugee in the United States."

JAMES GUTMANN—Associate Professor of Philosophy and Assistant to the Dean of Columbia College. Author of "Shelling of Human Freedom" and contributor to the *Journal of History of Ideas* and *Journal of Philosophy*.

RICHARD HEFFNER—Senior in Columbia College and student of youth movements.

ALVIN S. JOHNSON—Educator, economist, and publicist. For more than twenty years Director of the New School for Social Research. Author of "A People's University" and numerous other volumes.

FOSTER KENNEDY—Professor of Neurology, Cornell University Medical College, New York City, and contributor to technical journals on neurology and psychiatry.

WILLIAM H. KILPATRICK—Professor Emeritus, Teachers College, Columbia University, and author of a score of volumes, including "Education for a Changing Civilization," "Education and the Social Crisis," "Selfhood and Civilization."

WALTER A. KNITTLE—Associate Professor of History and Director of Adult Education, College of the City of New York.

HAROLD RUGG—Professor of Education, Teachers College, Columbia University. Member of numerous educational commissions and author of many volumes, including "Culture and Education in America," "A History of American Civilization—Economic and Social," and "The Great Technology."

GEORGE N. SHUSTER—President of Hunter College, New York City. Formerly editor of *The Commonweal*. Member, General Advisory Committee, Division of Cultural Relations, Department of State. Author of numerous volumes, including "Catholic Spirit in America," and "Germany—A Short History."

MARK STARR—Educational Director of the International Ladies Garment Workers Union and formerly Professor of British Labor History at Brookwood Labor College. Author of many volumes, including "A Worker Looks At History," "Lies and Hates in Education," and "Workers Education in the United States" (co-author).

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LIONEL TRILLING—Associate Professor of English, Columbia University, and author of numerous books and articles, including "E. M. Forster" and "Matthew Arnold."

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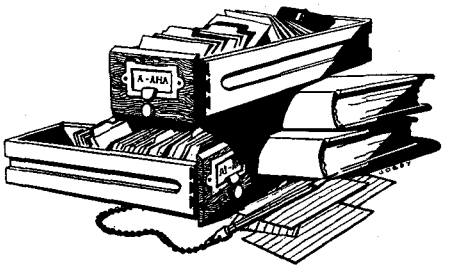
Work in Science

CAREERS IN SCIENCE. By Philip Pollack. In collaboration with Vocational Guidance Research, Evelyn Steele, Director. New York: E. P. Dutton & Co. 1945. 214 pp. $2.75.

Reviewed by WALDEMAR KAEMPFFERT

IN every year in normal times 3,500,000 young men and women graduate from American high schools. Many of these graduates will choose careers in which they can make some use of what scientific knowledge they have acquired. But what careers of this type are open to them? It is this question that Mr. Pollack's book answers.

Despite the new opportunities which have been created by the war it is not easy for a young man or woman with some scientific training to select the right career, assuming that he is a free agent. The scientific habit of mind is an essential. That habit is partially inborn, partially acquired. When William A. Hayes, a young Westinghouse electronic engineer, first went to work he probably never



thought he would one day be worrying about spaghetti. He was watching workers as they inserted nails within the coiled filaments welded to the mechanism of electron tubes. The nails supported the coils during the welding operation, but five minutes were lost in removing them. These five minutes were precious. Could a stick of spaghetti be cut and used instead of nails? It could, as Hayes found. A bottleneck was broken.

Mr. Pollack tells many a tale of this kind to illustrate his review of careers in science and technology. He examines chemistry, physics, biology, geology, invention (there is a good chapter on this by Charles F. Kettering written in his usual lively style), and always he points a moral with a tale of ingenuity and with the advice of successful scientists and engineers. The result is not just an uplift book, full of pep talk, but a practical guide. The reader finishes Pollack's book impressed by analyses of scores of industries and their requirements and impressed, too, by the warning not to enter an industry with the idea of making a fortune but with the idea of making a good living.

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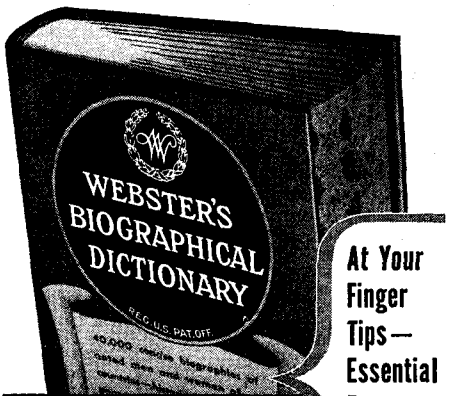

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MOHAMMED AND THE MOUNTAIN

(*Continued from page* 10)

not anticipated by their originators. In 1934, three-fourths of the 166,000 students enrolled in these institutions were part-time and adult. In 1944, a Gallup poll revealed that more than one-third of the adult population of the country, some twenty-five million people, would like to enroll in adult education schools in the post-war period attending classes and taking special courses.

Recently, both the states of Michigan and New York recognized this growing interest in adult education and appropriated funds to support adult education programs. There are also proposals under consideration for federal aid to university extension programs in adult education and for enlarging federal aid to vocational education, such as the George Bill. If these proposals become law, adult education funds will be available for the states in much the fashion of the successful Smith-Hughes and George-Deen laws, which encourage technical and distributive education respectively on a secondary school level.

Such public funds should be allotted for liberal arts and general education and not be restricted to technical, vocational, or business training. Indeed, too many prestige-hungry universities now are providing generously for their professional schools of technology, medicine, and law at the expense of their liberal arts colleges. Without adequate social controls the marvelous progress of science and technology may in the end be ruinous to mankind. The achievement of such social controls requires as much financial support and careful planning for liberal arts and general education as for scientific education.

Public funds for adult education are unquestionably needed. To realize this one has only to consider the weaknesses still bedeviling higher education, and especially medical school education, in this country. Although such educational opportunities are theoretically open to all according to ability, the economic need among the poor for earning a living for the family as soon as possible has prevented many a gifted youngster from entering college or medical school. Indeed, the medical schools today inquire rather closely into the financial status of a candidate's family, so that they may reduce to a minimum the resignations due to financial needs. There should be no fees for adult education because those who need it most can least afford to pay.

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society represented by our agencies shall be concerned only with the education of youth to the age of sixteen or eighteen, while it is admittedly concerned about the social security, the health, housing, and working conditions of the adult, and especially the care of the aged. The education and training of citizens of all ages is the proper concern of a democratic society no less than their physical health and other aspects of their well-being.

Unfortunately, it is true that the majority of American communities still do not regard adult education as an important or even a secondary responsibility of the public educational system. Many school board members stubbornly maintain that the job of the public educational system is to educate the young, and that no funds are available or obtainable for adult education. As a matter of fact many of these schools officials do not favor adult education because it is incompatible with the routines of the educational system as it now exists. These officials will either change their views or be replaced when local public demands become sufficiently strong.

As state or federal funds become available, increasing interest will be evinced in the ways and means and methods of adult education. Educators will examine programs under way and seek to learn what to avoid and what to adapt to their own communities. It is often remarked that adult education is a "jumble" of activities and varied programs, but it must be remembered that adult education meets interests and demands as varied as life itself. These activities include town hall meetings, lectures, workshops, correspondence courses and university extension courses, radio programs of a discussion or informational type, and formal classes. Fortunately there is a simple test for the value of any program: does it attract the adults and hold most of the group to the end?

If federal and state subsidies are provided in the near future, such subsidies will be available to improve and expand adult education programs now under way.

How much has your community done to meet the educational needs of its adults?

Has it any facilities to help adults become informed and enlightened with regard to the many civic problems and issues constantly confronting citizens in a democracy? It might well develop town hall meetings with panel discussions and lectures.

Has it any public school program to help parents to establish a wholesome and integrated home life and to assume effectively their responsibilities in the mental, emotional, and physical development of their children? Classes for parents will do much to reduce juvenile delinquency and foster a happier home life.

Is there any community program to help housewives and other consumers to purchase and utilize the necessities of life more wisely? If public funds will be used to supplement insufficient incomes, surely public funds should be provided to encourage the most economical use of income.

Why cannot means be found to educate people to understand the fundamentals of our economic life: the advantages of free enterprise, the basic factors conditioning successful production and distribution and creating a means for people to earn a living? If more people really understand our economic system, we might have less worry about inflation, half-baked "isms," and crack-pot "share the wealth" or "ham and eggs three times a day" schemes which delude sections of our population from time to time.

Does your community provide literacy education or elementary education for adults? According to the 1940 Census Report, among the New York City adults over twenty-four years of age 7.6 per cent had no schooling, 7.2 per cent had from one to four years of schooling, and 48.7 had between five and eight years of schooling. How does your community figure in this respect

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and what is it doing about the situation? Has it ever occurred to you that one of the reasons our democracy does not function perfectly is the educational deficiency of so many of our citizens?

What vocational training is available for adults who left school too early or who may have to change their employment in periods of industrial readjustment? Is this training really available to the unemployed? Is it up to date and comprehensive in its offerings? Are there adequate guidance and counselling facilities for such adults?

Does your community utilize its educational facilities to give adults improved ways of utilizing leisure time? Why should your public school buildings close at 3 or 4 P.M., when adults might very well use them to learn foreign languages, seek recreation in art, or learn to read better and faster?

Why cannot employers and workers discuss and study labor-management problems and the economics of business together in the same classroom? What could foster more effectively their mutual coöperation in the solution of their joint problems in actual practice? The State of New York has established a school for Industrial and Labor Relations at Cornell University, but in most localities the labor unions are left to their own education initiative and limited resources.

Are any of these programs, if they do exist in your community, well-promoted and are they meeting genuine basic needs? It would be remarkable if any community could give an unqualified affirmative answer to these questions.

These community programs are necessary everywhere, but they will be established only in progressive communities where the political and educational leaders have vision and faith in democracy. These programs will require persuasive advertising and first-rate promotion. Local businessmen's and women's clubs can perform a notable public service by taking an active interest in adult education and supporting groups like the New York Adult Education Council. Such an organization of citizens, interested in promoting all worth-while adult education programs by furnishing advice and information to the community, can be a leavening influence.

There can be no more socially useful project than to provide opportunities for people to help themselves. All our citizens should be able to live in the greatest possible enjoyment of the capabilities with which they are endowed. Adult Education will help them do it.

LEARNING FOR LIVING OR EARNING?

(*Continued from page* 12)

what they ought to expect from public education before the eighteenth year.

The problem of kinds of work to be done matched against those who are to do it, needs equally realistic confronting at the college level. Testimony from business is clear that its demands for highly specialized business training in college is far less than is generally supposed. If we exclude the engineering schools and their technical training for engineering positions, what we actually find is that business in hiring college graduates is looking for potential managerial capacity. All this is not to deny the educational and social values of graduate courses in business, public service callings, and other semi-professional careers. It is rather to emphasize that a liberal arts course freshly conceived in relation to the interests of students and the present needs of society can have genuine vocational value (as it has already abundantly proved itself to have) without extending its instruction into areas of vocational techniques. In other words, there is needed a refusing and reuniting of educational objectives so that *every* student assuredly becomes the best total person he can be as of that age when he leaves school and becomes ready simultaneously to make a start at an employment which is consonant with his special abilities.

If now the view is accepted that a unifying of educational objectives, and to some extent of process, is sound and necessary as against the sharp separations of today, the question at once arises as to how the interplay of cultural and vocational influences, interests, and emphases can be best assured. I see three levels at which the problem must be addressed: (1) in the restatement of educational objectives and policies by teacher-training institutions, school boards, and boards of trustees; (2) in the conscious interrelation of general and special courses in the curriculum of each student; and (3) in the unifying within each unit course of considerations of cultural and vocational reference.

The restatement of directives and policies is actually the over-all theme of this article. I am urging that we need agreement that a democracy has to afford a common core of general education for all its young people up to eighteen years of age designed to prepare them for family life, citizenship, and personal orientation, as well

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as for vocation, and that vocational education should enter in its appropriate place only when the general education is well on its way to its conclusion (as of the age level at which the young person is leaving school).

It is a specific condition of translating the thesis of this paper into operating actuality that it be subscribed to and taught by teachers' colleges and be propagated for by educational leaders generally. Reviewing and reshaping educational objectives is the Number One task.

Second, we come to the interrelationship to be attained between general and special course offerings in the curriculum of each individual school and student. This comes down in part to pedagogical method, but it is nonetheless important for that. Concretely, the teachers of the humanities, the social studies, and the natural sciences have the duty of occasionally orienting their subject matter to its vocational possibilities. A secondary aim for all teachers is to convey a sense of "how my course relates to the world of work, how it is used there, where its matter has application there." I submit that the teacher of every subject can usefully now and again remind the class that his subject matter does have vocational meaning in *some* direction. I do not say that every general course has, obviously and directly, to justify itself vocationally, or have obvious vocational contexts. But if it is wise to include a given course in the curriculum the chances are excellent that in one way or another it impinges upon our operating economy and dominant culture, and that relationship can profitably be made explicit.

An equally important facet of all general instruction is that the *by-products* of good learning should be consciously striven for. Lucid expression, adequacy of communication—these should be aims of *every* course. Critical appraisal of facts, conscious use of a problem-solving method (the scientific method), elegance of execution, persistence in attack, thoroughness of effort, promptness, cheerfulness, friendliness in human dealings—all of these, I must insist, are rightful byproducts of the study with every good teacher of every subject. And they should be consciously held in view by every teacher as necessary and valuable aspects of the total learning experience going forward.

Conversely, the vocational teacher at his best at successive levels of secondary, college, or professional school, will explicitly orient the technical job into its total, social, functional, and cultural setting. Every vocation has its history, its science, its artistry, its great figures, its *rationale*—and increasingly its ethics. In short, it has its general bearings on life as a whole. All of this the student has a right to become aware of; and the teacher therefore has a duty of interpretation.

I repeat that the importance of college subjects is not primarily in relation to any narrow occupational usefulness that might be imputed to them. But *importance* is what every subject must be invested with by the teacher. And this is one of the several ways in which ideas are important, namely, because of some bearing they may have upon the significance of the world's work. In fact, far more existent cultural study has direct vocational value than professors usually appreciate. Already in much subject matter a breakdown of the barrier between cultural and vocational is beginning to occur, and it can occur more if educational counselors will give the right guidance on course selection to students and on course orientation to teachers.

This is not the place to offer details as to how the college teacher can gain in knowledge of the occupational relations of his subject. New techniques are being evolved here under the new sense of this need. One item, however, deserves emphasis, namely, the use of

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the vacation periods for study, visitation, interviews, and actual job getting and job holding efforts that are specifically designed to enlarge the teacher's first-hand knowledge of the relevancies of his subject to today's life. I know one institution where it is becoming a point of honor for professors to devote their sabbatical years to getting a paid job of a non-teaching nature and holding it satisfactorily, in some field related to their major competence. Need it be emphasized that the freshness of attack on subject matter which such teachers are destined to bring back to their classes is greatly to be desired?

Similarly, with vocational teachers at the college level, as in engineering and business courses, they have to be as concerned with the why as with the what, with the problem of values as with the problems of operation, with issues of social control of techniques and of scientific advances. Vocational teachers are sending students directly both into corporations and into the professional world. What of standards of ethical practice? What of the place and fruition of vocational associations and worker unions? What of the professional worker's status in a corporation whether as a paid hireling or as a responsible party to collective dealing with management.

These are but a few of the issues which are part of the broader view of vocational instruction—calculated to assure that trained workers come through a kind of educational experience in which their personal and group relation to the management and ownership interests is sophisticated enough to lessen the chances of the grosser forms of exploitation being practised upon them. If, as I believe, we are actually (and in part legally) building up within our economic life something which may with some accuracy be referred to as a constitutional economic government, it will be essential that the presumptive citizens of that government know how to conduct themselves as such—in respect to responsibilities no less than rights. Thus far vocational as well as general education has soft-peddled a confronting of this whole delicate but dynamic area. In short, vocational teachers at all levels have in the future to surround and support the training they offer with a realistic grasp of the total *milieu* in which the work for which they train is to take place. And that realism has to include a democratic bias in all its economic implications.

The conclusion to which this analysis comes is that the breach between general and vocational education has to be greatly narrowed.

Vocational education in the narrow, specialized sense should not be commenced until a foundation in a socially oriented general education is assured for *all* young people. And when such vocational education is begun, it should not, until the top reaches of professional study are undertaken, be dissociated from some continuing exposure to general subjects keyed to the maturing intellectual interests.

Teachers both general and vocational have likewise to see their tasks as more nearly identical than is now typically the case. The teacher of liberal arts has to know the contemporary world better. And the teacher of vocational subjects has to be culturally more richly grounded.

The unified and over-all objective of educating whole persons has to be restored to centrality, both in the training of teachers and the shaping of educational policy by those responsible for curriculum building.

We will get good workers for our kind of society only as we qualify all our youth to enter that society as persons and citizens no less than as prospective job holders.

The foregoing article is part of a paper presented at the Sixth Conference on Science, Philosophy, and Religion held at Columbia University, August 24, 1945.

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"Over New Guinea, from his target,
shot down while homing—"
In a point of time, instantaneity
too dazzling to be memorial or solemn,
Hope Cuthbert, you became a part of deity,
enough, at least, to dip in active flame
the twelve invisible letters of your name.
They hovered in the room, above my chair.
But THE TELEGRAPH lay still unfolded there.

"Over New Guinea—from his target—homing—"
Do you remember Piper's End at gloaming
down a Herts bylane pale gold with primroses,
in a half-mist between Red Lion pub
and the ivied gate of Strathmore Park Gun Club?
I do—And hearing you on split-grass whistle,
schoolbag banged down, answer, O joyously,
that dear familiar throstle?

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PERSONALS

(*Continued from page* 53)

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The Crostics Club

By Elizabeth S. Kingsley

JOSEPH S. THOMPSON, San Francisco, has taken the pains to concoct for the DC page a new set-up which appears to him more convenient than any yet used. Mrs. Finnie, Grosse Pointe, Mich., last spring contributed a condensed form for DC directions. Others from time to time have expressed dissatisfaction with the present form. While we shall never be able to please all of you, I do think that when I return to New York in late September we shall have to confer again on the subject for comparative "keeps."

C. D. Alcott, writing from Highlands, N. Y., calls my attention to an error in the Humbert Wolfe DC: *us thus* should be *me thus*. Mr. Alcott suspects that it wasn't correct as out of variance with Humbert Wolfe's "fastidious craftsmanship." While I acknowledge an inexplicable error in copying I should take issue with him in that the very use by Wolfe in poetry of that cumbersome and unpoetical word *hippopotamus* might well warrant as its rhyming mate *us thus*. The quotation itself I selected, not for its greatness, but because its underlying thought of seeing ourselves as the annual world might see us pleases me. Remember Archy the Cockroach's point of view?

Steven Byington takes me to task for *centre* in one of my definitions, as disloyal to my authority (*WNI* gives first *center*, then *centre*.) Force of habit! "Do you remember," he concludes, "when the printer of *The Saturday Evening Post*, knowing that it was the rule of that magazine to spell *centre*, printed the occupants of fifty-cent seats as 'the fifty-centres'?"

Mrs. Donald E. V. Henderson, Alexandria, Va., whose husband is a Decennial DCer, didn't like the DC in Negro dialect because it wasn't "authentic-sounding." "No Southerner," she continues, "wrote this miserably-spelled dialect." 'Twas a Canadian Negro poet who perpetrated it. Are there no variations of Southern Negro dialect?

Miss Elizabeth Wood, Philadelphia, was chagrined at not guessing *Rittenhouse* for the unkeyed word: "I frequently walk past the modest little house where he was born, only a few blocks from where I live. Had he been called a clockmaker and mathematician it would have been easier." Miriam de Ford Shipley, San Francisco, reminds us that he was a contemporary of Benjamin Franklin and that Rittenhouse Square in Philadelphia is named for him. She wants Miss Sturges to know that Rittenhouse is in her (14th) edition of the Britannica; as does Anne M. Smith, St. Johnsbury E., Vt., who writes that his name can be found in the classified lists after the indices under *Astronomy*, Vol. 32, pg. 933, in her edition.

DOUBLE-CROSTICS: No. 599

DIRECTIONS

To solve this puzzle you must guess twenty-three words, the definitions of which are given in the column headed DEFINITIONS. The letters in each word to be guessed are numbered. These numbers appear under the dashes in the column headed WORDS. There is a dash for each letter in the required word. The key letters in the squares are for convenience, indicating to which word in the definitions each letter in the diagram belongs. When you have guessed a word, fill it in on the dashes; then write each letter in the correspondingly numbered square on the puzzle diagram. When the squares are all filled in you will find (by reading from left to right) a quotation from a famous author. Reading up and down the letters mean nothing. The black squares indicate ends of words; therefore words do not necessarily end at the right side of the diagram.

When the column headed WORDS is filled in, the initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Authority for spelling and definitions is Webster's New International Dictionary (second edition).

The solution of last week's *Double Crostic* will be found on page 43 of this issue.

DEFINITIONS

A. Character in "Merry Wives of Windsor" (2 wds.; with "Sir").
B. Kind of narrow sheath knife (Southwest U. S.)
C. An Egyptian wind instrument of the reed kind (Music).
D. Having shoes armed with calks or points (horses).
E. Hebrew prophet of Josiah's time (about 640 B. C.); Book of O. T.
F. Not considered or imagined (Comp.)
G. Goddess of wisdom, of peace, and war (Egyptian relig.)
H. In a nimble manner.
I. Idumaeans (Bib.)
J. Odd; not one of a pair (Anat.)
K. Filthiness.
L. Members of a S. African race allied to the Bushmen and the Bantus.
M. Without limitation or cessation.
N. Crudely formed.
O. Inflammatory; scintillating.
P. That which does not exist (Philos.)
Q. The universal remedy of Paracelsus; mercury.
R. Having shaggy, unkempt hair (Colloq.)
S. A mark or marks showing omission of letters or words (Printing).
T. Kipling wrote of a "Phantom" one.
U. To act with increasing power or energy.
V. Wound cylindrically or spirally.
W. Applied to bonds or stocks deposited under an agreement concerning proposed changes in amount, nature, or status (Finance).

WORDS

121 131 153 188 71 66 25 78 98 5 48 11

137 166 159 106 44 57 173 145

104 73 119 165 12 103 158

155 76 58 91 140 45 172 110 56

16 138 163 42 34 176 157 141 108

86 65 1 130 9 94 32 123 142 77 14

31 3 89 41 113

174 109 67 4 132 87 101 27 169 18

96 84 63 181 28 102 187 7

175 29 129 81 40 111 180

152 43 105 47 35 179 143 136

23 126 93 52 118 10 149 122 61 171

50 124 95 128 154 70 20

68 115 15 85 2 75 150 156 183

168 112 127 69 99 22 161 80 139

83 26 55 147 64 39

135 17 72 164 144

134 24 186 33 46 54 177 133 184

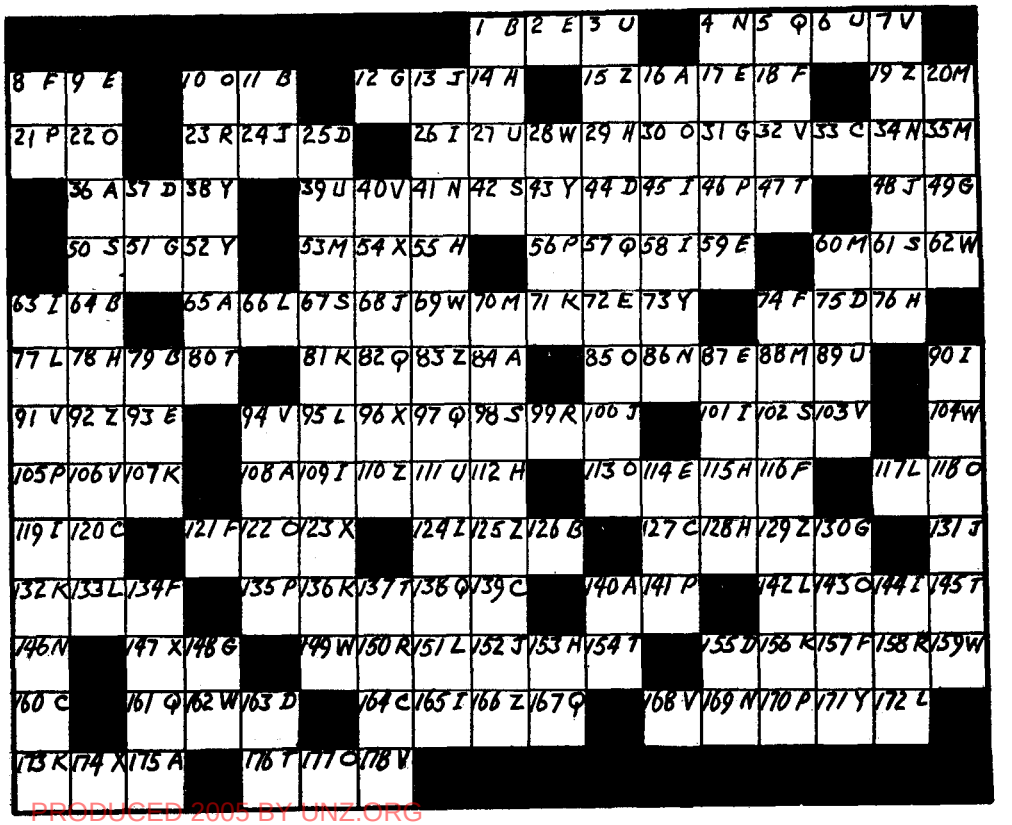
170 116 36 79 19 51 100 60

13 30 114 160 53 178 82 148

182 90 107 37 97 6 62 167 21

74 185 8 117 59 88

151 125 92 120 146 49 162 38



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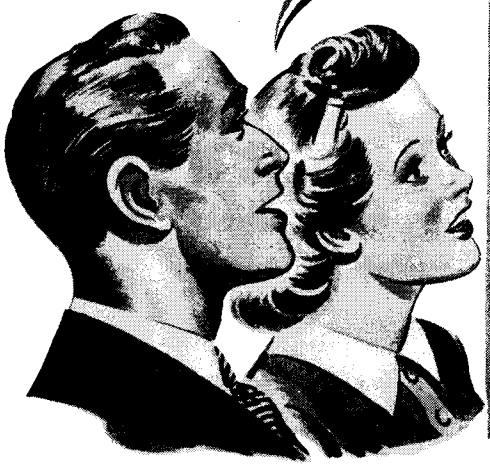

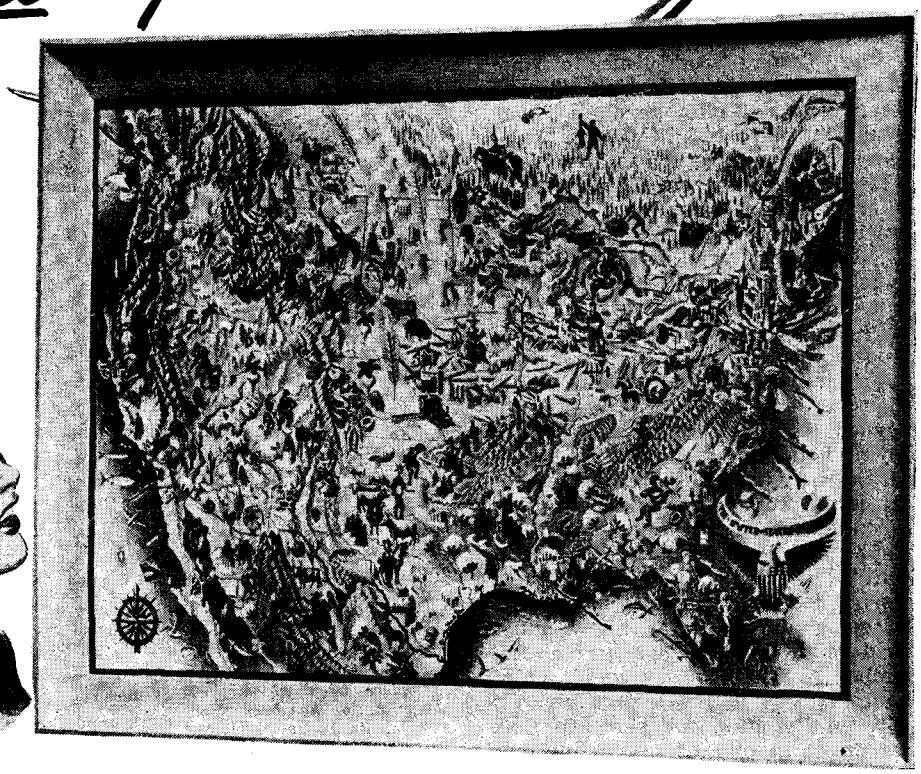

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